



**NEEDS ASSESSMENT OF ESL WRITERS AT THE  
UNDERGRADUATE LEVEL AT ALIGARH MUSLIM  
UNIVERSITY, ALIGARH**

**ABSTRACT  
OF THE  
THESIS**

**SUBMITTED FOR THE AWARD OF THE DEGREE OF**

**Doctor of Philosophy**  
**IN**  
**ENGLISH LANGUAGE TEACHING**

**BY**  
**ADIBA NUSRAT**

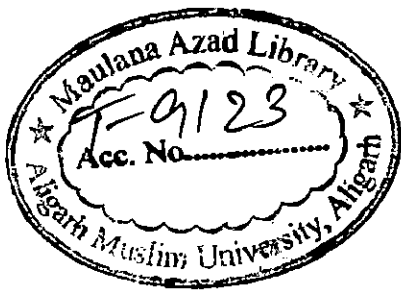
**UNDER THE SUPERVISION OF**  
**Dr. RAASHID NEHAL**  
(Associate Professor)

**DEPARTMENT OF ENGLISH**  
**ALIGARH MUSLIM UNIVERSITY**  
**ALIGARH 202002 (INDIA)**

**December 2013**

**THESIS**

THESIS



11 NOV 2014

## Abstract

### Rationale of the Study

Much research has been done on needs analysis on LSRW as part of needs analysis in English for specific purposes (ESP) in the past few decades. The focus of the research has been on determining the writing needs of the learner in relation to specific program of study primarily at the undergraduate level. However, very few researches have been documented exclusively on writing needs analysis. Therefore, the present research conducted on writing needs analysis in the context of Aligarh Muslim University (AMU) has pedagogical implications for the optimal design and shape of the writing curriculum with specific reference to the learner's needs.

It is generally seen that even after having many years of exposure of English in schools; students do not get opportunities for developing a required level of competence in written language. Henceforth, they are not proficient enough to meet all their professional and functional needs. The scenario is no less true for the context of the study at Aligarh Muslim University (AMU) where the medium of instruction is English. The English language learners (ELLs) at AMU are heterogeneous in composition as they come from different educational, cultural and linguistic and therefore needs vary accordingly. ELLs at AMU refers to all those students who take the compulsory English program and also those who have studied English at their secondary and senior secondary level and an increasing number of students among them are not proficient in English. They require instructional support in order to be functional in English. All of them have passed their Compulsory English assessments, yet they are short of proficiency benchmarks required at their level. Students who have passed English assessments however, may still need support in acquiring and using functional language in the classroom, particularly with the written language that leads to successful high school graduation and higher education opportunities. Most of the ESL students joining AMU are unable to write appropriately. Some even come from English medium background yet majority of them are unable to express their ideas clearly in writing Ahmad 1988 cited in Nehal, 2013: 332). The present study bring forth the same view that a subsequent number of students who join undergraduate programme at AMU, after having studied English for even 10-12 consecutive years are not adequately proficient in writing to face the situation either academically or professionally. It is also questionable whether writing component of compulsory English presently offered at AMU truly caters to writing

needs of the ESL learners. It is therefore, extremely important to understand what are students and teachers perspectives of writing skills vis-à-vis in terms of performance so that *writing needs analysis can inform the current concerns of pedagogy*.

### **Hypothesis of the Study**

The hypotheses of the study were:

1. ESL learners' perception of their writing in English would be different from their performance in writing in English.
2. Writing needs will provide insights into the framing of writing curriculum.
3. Teachers' perception of writing needs will provide insights into further writing needs analysis research for meeting the learners' writing needs.

### **Research Questions**

The present study aims to answer the following questions:

1. What are the ESL learners's perceived writing needs in English?
2. What are the ESL learner's performances in written English?
3. Is there any difference between the perception and performance of ESL learners in writing?
4. What are the insights gained from writing needs analysis?

### **Context of the Study**

AMU is one of the oldest central University included as an institution of 'National Importance' in the VII Schedule of the Constitution of India. ([distancelearning\\_amu.com/docs/prospectus%of%20CDE. Pdf](http://distancelearning_amu.com/docs/prospectus%of%20CDE.Pdf)). AMU offers wide range of courses like certificate courses, diploma courses, advanced diploma courses, undergraduate degree courses, postgraduate degree courses, advanced post graduate diploma courses as well as research and doctoral level courses. English is taught as a mandatory subject at an undergraduate level in AMU curriculum. At an undergraduate programme at AMU English is also taught as a subsidiary subjects to the students belonging to different faculties such as Sciences, Life Sciences, Commerce, Social Sciences. English is taught as a compulsory subject to all faculties

including Engineering & Technology, Law & Theology except the faculties of Medical Sciences and Agriculture. Compulsory English for undergraduate studies is an integrated course focusing on developing all the four skills -reading, writing, speaking and listening skills of English language. It aims to meet the language learning needs of thousands of students offering undergraduate course at AMU.

English language learners (ELLs) at AMU are heterogeneous in composition. Student population coming to AMU belongs to both public and private schools and they have limited English proficiency. Some come from government-aided regional medium schools, Madarsa-based vernacular background, ESL learners belonging to tribal communities as well as socially disadvantaged and marginalized communities (Nehal, 2013). The population intake also comprise students from West Asian, African and South-Asian countries having Arabic and south Asian languages as their mother tongue. The other categories of students are from Centre for Distance Education, private students from Jammu & Kashmir for English exam only and women private candidates at AMU (ibid). Students enrolled for undergraduate programme come from different secondary Education boards like Central Board of Secondary Education (CBSE), The Council of Indian School Certificate Examination (CISCE), State Government Boards and AMU Board of Secondary Education , operational both in English and Urdu as medium of instruction. However, English is largely the medium of instruction.

## **Subjects**

### ***Students***

This study was undertaken during the end of the academic year 2008-2009. The different ESL students involved in this research came from a variety of Indian language backgrounds like Hindi, Urdu, Kashmiri, and Bengali, including some North Eastern and South Indian languages and foreign languages like Arabic, and Persian. The target population selected for this study was 227 undergraduates studying English as a compulsory subject at an undergraduate level.

### ***Teachers***

Eleven teachers from the Department of English at AMU were interviewed. The teachers who were interviewed were teaching Compulsory English to undergraduate students of the university.

## **Instruments**

### ***Writing Needs Analysis Questionnaire:***

The quantitative information was obtained through the questionnaire administered on 227 undergraduates of AMU. The survey questionnaire aimed at identifying the writing needs of the learners.

### ***Writing Performance Test:***

The writing performance test was conducted to assess the writing performance of students. It was designed to assess the learners' writing performance through direct and indirect writing assessment test.

### ***Teachers' Interview Schedule***

The qualitative information was gathered using semi structured interview on the teachers of AMU. The purpose of the interview was to elicit the teacher's views regarding the students writing needs and difficulties. The views about the nature of the compulsory English writing syllabus were also been taken.

## **Data Interpretation and Analysis**

For the purposes of analysis, the Statistical software package SPSS for Windows (Version 13) was used with the results tabulated, cross tabulated and analyzed. The responses of participants to questionnaire items were coded and analyzed. The statistical procedures used in the study were descriptive statistics- frequency, percentage, mean and standard deviation scores, t- test (two samples assuming equal variance), Spearman Rho Rank- Order Correlation Coefficient, ANOVA (one way analysis of variance) , reliability through Cronbach's alpha method and Pearson Product Moment Correlation. The statistical significance of the data (alpha level) is established *a priori* at the .05 level and a null hypothesis was accepted.

## **Findings of the Study**

This study investigated the undergraduate students' writing needs and difficulties. The students rated writing skill as the least important skill of all the four language skills. The most important finding is related to the students' perception of the range of writing sub-skills (grammar, vocabulary, organization and sentence construction). They perceived that they are strong in the writing sub-skills. They reported sentence construction as the strongest sub-skill in writing. Vocabulary and Organization were

rated equally as the weakest sub-skill in writing. However, their performance reflected that most of the students were poor in writing in all the 4 sub-skills.

The students reported writing a paragraph, letter of application and writing an article as the three most frequently used genres in writing though only a few students accepted to write these genres quite frequently. The first year students reported précis writing as the most difficult genre in writing followed by writing a curriculum vitae and note taking. The second year students, however, reported report writing as the most difficult genre in writing followed by writing instructions and directions and essay writing. On the other hand, first and second year students rated writing letters and paragraph writing as the least difficult genre respectively.

The teachers for instance, have also given insights into the students' general English writing needs in context of Compulsory English course. The data highlighted the difficulties in learning to write in addition to the learner's lack of interest, awareness and motivation in writing as well as lack of opportunities of practice in writing. The teachers also responded that there is a need to revise current compulsory English writing course that has failed to meet the writing needs of the learners. The findings did not show any variance in terms of writing needs and difficulties for female and male respondents. The findings of the five faculty groups of respondents indicate that the writing needs of the students for five different faculties are different. In addition, the students writing needs are also determined by their writing performance.

### **Relevance of the Study**

Writing is a cultural product borne out of the socio-economic conditions of the learner who come from vernacular and different language background. Pedagogy and curriculum seek research support for translating writing into pedagogy. The surveyed ESL students' population at AMU consisted of students from different cultural, educational and language background. Therefore, the results of the present study generalize well to other educational settings or other populations with different language backgrounds. Since the present research in ESL context have shown that second language learners have a lot of problems with writing. This study can contribute to research base on student writing in the ESL context in light of deeper understanding of factors that has a bearing on students writing inability. This understanding is of importance in ESL contexts because there is a gap between the ESL learners writing at schools, colleges and university. Therefore, it is required that

universities give adequate and appropriate support to improve student writing. Keeping this view in mind, this research provides input for ESL students writing needs, as it tries to look for the issues like inappropriate teaching materials, heterogeneity in a class, classroom sizes, lack of teaching writing instruction etc .that affect the learners' writing at university in the context of ESL in general and AMU in particular. It also proves to be useful as it contribute insights into those aspects of writing in which students require support. As a result, a writing module is designed based on the findings of the study which could further uniform the curriculum process by way of providing more effective writing needs analysis. The results of needs analysis in the context of AMU will provide insights to the future research in writing area as there are limited researches:

1. Particularly concerned with seeking an effective approach to meet students' writing needs.
2. Addressing the writing needs by the whole processes of curriculum development
3. Conducted in General English or even used in ESP contexts.

Future research is suggested to involve learners of different backgrounds in different educational settings in order to further validate the findings of this study.

### **Organization of the study**

The research study consists of six chapters which are as follows:

**Chapter 1:** initially gives an outline of the research study and discusses background, rationale and formulation of the problems that ESL learners' experience in ESL research conditions, particularly in the context of writing followed by design of the writing needs analysis conducted on the undergraduate learners at AMU. The relevance of the study and the limitations of the study are also detailed.

**Chapter 2:** reviews the literature of needs analysis and its role in the development of ESL curriculum. It also gives a review of the literature that contextualizes writing needs analysis and writing researches.

**Chapter 3:** presents a review of the various approaches to writing. The discussion starts with the critical perspective and the underlying philosophies on replacing traditional product approach with the current approaches like process approach, genre approach, process-genre approach, social context approach and ethnographic approach.



**Chapter 4:** It outlines the research design employed in this study. It describes the sampling process, the data collection and data analysis procedures adopted in the study.

**Chapter 5:** reports the findings based on the learners' data in the light of the research questions of the study.

**Chapter 6:** provides summary of the results of investigation made in chapter 5. It analyses the views of the teachers on the students writing needs and difficulties. It discusses the implications and recommendations of the ESL writing followed by the limitations of the present research that emanates from the research findings.

**Notes**

**References**

**Appendices**



**NEEDS ASSESSMENT OF ESL WRITERS AT THE  
UNDERGRADUATE LEVEL AT ALIGARH MUSLIM  
UNIVERSITY, ALIGARH**

**THESIS**

**SUBMITTED FOR THE AWARD OF THE DEGREE OF**

**Doctor of Philosophy**

**IN**

**ENGLISH LANGUAGE TEACHING**

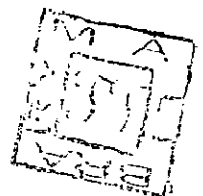
**BY**

**ADIBA NUSRAT**

**UNDER THE SUPERVISION OF**

**Dr. RAASHID NEHAL**

**(Associate Professor)**

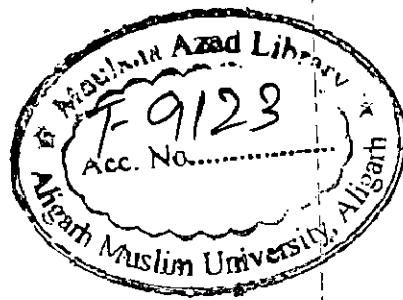


**DEPARTMENT OF ENGLISH  
ALIGARH MUSLIM UNIVERSITY  
ALIGARH 202002 (INDIA)**

**December 2013**

**THESIS**

THESIS



19 NOV 2014



T9123

To

My parents

THESIS

**Raashid Nehal , Ph.D**  
**Associate Professor,**  
**email: nraashid@gmail.com**  
**Mob: +919412562902**



**DEPARTMENT OF ENGLISH**  
**Aligarh Muslim University**  
**Aligarh**

## **Certificate**

This is to certify that the thesis entitled *Needs Assessment of ESL Writers at the Undergraduate Level at Aligarh Muslim University, Aligarh* was prepared under my supervision by **Ms. Adiba Nusrat** for the award of Ph.D degree. Ms. Nusrat's work is authentic and based on her own investigation.

A handwritten signature in black ink, appearing to read 'Raashid Nehal'.

**RAASHID NEHAL** 9.12.2013  
Supervisor

---

Residential address:

III Floor, Flat NO. 1, Mirza Ghalib Apartment  
Sir Syed Nagar, Aligarh – 202002  
Tel: 0571-2706330 ( R)

# CONTENTS

*Acknowledgments*

*List of Tables*

*List of Figures*

*List of Graphs*

*List of Abbreviations*

## **CHAPTER I: STATEMENT OF INTENT AND FORMULATION OF PROBLEM 1-15**

- 1. Background to the Study
  - 1.1 Context of the Study
  - 1.2 Theoretical framework of Needs Analysis
  - 1.3 Rationale of the Study
  - 1.4 Hypothesis of the Study
  - 1.5 Research Questions
  - 1.6 Research Methodology
  - 1.7 Writing Needs Analysis at an Undergraduate Level
  - 1.8 Relevance of the Study
  - 1.9 Limitations of the Study
  - 1.10 Organization of the study

## **CHAPTER II: REVIEW OF LITERATURE ON NEEDS ANALYSIS 16-64**

- 2. Introduction
  - 2.1 Background to Needs Analysis
  - 2.2 Introduction to Needs Analysis
  - 2.3 Needs Analysis in Language for Specific Purposes
  - 2.4 Theoretical framework of Needs Analysis
  - 2.5 Purpose for conducting Needs Analysis
  - 2.6 Approaches to Needs Analysis
  - 2.7 Steps Involved in Needs Analysis
  - 2.8 Methods for Conducting Needs Analysis
  - 2.9 Factors in Performing Needs Analysis
  - 2.10 Role of Needs Analysis in Learner Centered Curriculum
  - 2.11 Limitations of Needs Analysis
  - 2.12 Review of Researches in Writing Needs Analysis

## **CHAPTER III APPROACHES TO WRITING 65-77**

- 3. Introduction
  - 3.1 Product approaches
  - 3.2 Genre Based Approach
  - 3.4 Process –Genre Approach
  - 3.5 Social Context Approach

3.6 Ethnographical Approach	
<b>CHAPTER IV RESEARCH METHDOLOGY</b>	<b>78-99</b>
4. Introduction to the Chapter	
4.1 Pilot Study	
4.2 Present Study	
4.3 Objectives of the Study	
4.4 Research Design	
4.5 Sampling	
4.6 Administration	
4.7 Data Analysis	
<b>CHAPTER V RESULTS AND DISCUSSIONS</b>	<b>100-207</b>
5. Introduction	
5.1 Demographic profile of the students	
5.2 Respondents' perceptions of English language	
5.3 Respondent's Perception of Writing Skills	
5.4 Respondents' perception of Compulsory English course.	
5.5 The respondents' perception on the following variables taken for the present study: degree of motivation in writing, functional utility in writing, cognitive aspect in writing, self-assessment in writing, level of difficulty in writing and genre based ability in writing.	
<b>CHAPTER VI. CONCLUSION AND IMPLICATION</b>	<b>208-233</b>
6. Introduction	
6.1 Findings and Implications of the Study	
6.2 Recommendations	
6.3 Suggestions	
<b>NOTES</b>	<b>234</b>
<b>REFERENCES</b>	<b>235-245</b>
<b>APPENDICES</b>	

## *Acknowledgements*

*First of all, I like to express my sincere gratitude to my supervisor, Dr. Raashid Nehal for his constant support, invaluable guidance, expert advice and encouragement.*

*I am indebted to thanks Prof. Emeritus John, C Miller, Colorado University, USA for his valuable advice and critical comments.*

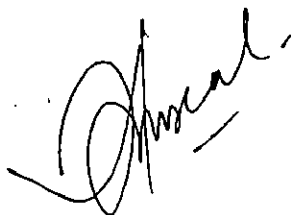
*I acknowledge the invaluable assistance of Dr Hasib Athar, Department of Statistics, A.M.U who helped me a lot with the statistical analysis of the data.*

*I like to express the heartfelt gratitude to Prof. A. R Kidwai, Director, UGC Academic Staff College, Dr. Asim Siddiqui, Dr. Madhur Rahman Shoaib, Dr. Amirullah Khan Dr. Akbar, Joseph. A. Syed, Dr. Amodini Sreedharan, Department of English for their support, encouragement and help.*

*I am grateful to Chairperson Department of English for extending official help to me. I offer my thanks to Mr. Sohail Ishaq, Mr Khan Parvez Rafi, Mr. Aqeel Ahmad Mr. Ashraf Khan for providing all kind of assistance.*

*Special thanks is due to my friend Zainab Sarwat for her timely help.*

*On a personal note, my parents deserve a special mention for all the efforts they have put in throughout the completion of my thesis. Profuse thanks to my father for giving me the strength that kept me stand firm with enlighten hope that I can make my work possible. The word thanks is not just enough for my mother for her eternal love and care during my enormous work pressures. I am very thankful to her for taking care of my now, 11 month old son and raising him with gentle love and care. Special thanks to my parents in-law for their never-ending love, profound understanding and sprawl of blessings. Special mention to my brother-in law for being a source of inspiration to me. I will be forever thankful to my elder sister and younger brother for being very supportive and caring siblings. Words fail to express gratitude to my husband Danish whose continual support, unflinching motivation and persistent confidence in me, help me to regain the strength and the corrigible courage to take the challenges in life. I also thank him for helping me in many ways in the completion of my thesis. Both my nieces and son deserves a special mention for bringing love and luck to my life.*



*Adiba Husrat*



## LIST OF TABLES

<b>TABLES</b>	<b>DESCRIPTION</b>	<b>PAGE</b>
1	Evolution of Needs Analysis	19
2	Variables Used in Pilot Survey Questionnaires	80
3	Variables Used in Writing Needs Analysis Questionnaire	87
4	Design of Writing Performance Test	89
5	Analytical Scoring Rubrics for Writing Assessment Test	92
6	Selection of Sample	96
7	Demographic Profile of Students	101
8	Efforts to Learn English Language	103
9	Domains of Use of English Language	104
10	Order of Importance of Language Skills (n=227)	105
11	Order of Importance of Language Skills (Gender)	106
12	Order of Importance of Language Skills (Faculty)	108
13	Frequency of Use of Writing Genres (n=227)	109
14	Frequency of the Use of Writing Genres (Gender)	110
15	Frequency of Use of Writing Genres (Faculty)	112
16	Need to Learn Writing (n=227)	113
17	Needs to Learn Writing (Gender)	114
18	Need to Learn Writing (Faculty)	116
19	Perception for Strong Components in Writing (n=227)	117
20	Perception for Weak Components in Writing (n=227)	118
21	Difference between the Perception of Students and their Performance in Sub-Skills in Writing	122
22	Perception on Strong Components in Writing (Gender)	123
23	Perception on Weak Components in Writing (Gender)	124
24	Comparing Perception and Performance of Students in Sentence Construction (Gender)	130
25	Comparing Perception and Performance of Students in Grammar (Gender)	131

26	Comparing Perception and Performance of Students in Vocabulary (Gender)	132
27	Comparing Perception and Performance of Students in Organization (Gender)	133
28	Perception on Strong Sub skill in writing (Faculty)	135
29	Perception on Weak Sub Skills in Writing (Faculty)	137
30	Comparing Perception and Performance of Students in Sentence Construction (Faculty)	144
31	Comparing Perception and Performance of Students in Grammar (Faculty)	145
32	Comparing Perception and Performance of Students in Vocabulary (Faculty)	147
33	Comparing Perception and Performance of Students in Organization (Faculty)	149
34	Level of Difficulty of First Year Students in Various Writing Genres(n=227)	150
35	Level of Difficulty of First Year Students in Various Writing Genres (Gender)	151
36	Level of Difficulty of First Year Students in Various Writing Genres (Faculty)	154
37	Level of Difficulty of Second Year Students in Various Writing Genres (n=97)	155
38	Level of Difficulty of Second Year Students in Various Writing Genres (Gender)	156
39	Level of Difficulty of Second Year Students in Various Writing Genres	159
40	Degree of Usefulness in Various Writing Genres for First Year students (n=227)	160
41	Degree of Usefulness in Various Writing Genres for First Year students (Gender)	161
42	Degree of Usefulness in Various Writing Genres for First Year Students (Faculty)	163

43	Degree of Usefulness in Various Writing Genres for Second Year Students (n=97)	164
44	Degree of Usefulness in Various Writing Genres for Second Year Students (Gender)	165
45	Degree of Usefulness in Various Writing Genres for Second Year Students (Faculty)	167
46	Degree of Interest of First Year Students in Various Writing Genres (n=227)	168
47	Degree of Interest of First Year Students in Various Writing Genres (Gender)	169
48	Degree of Interest of First Year Students in Various Writing Genres (Faculty)	171
49	Degree of Interest of Second Year Students in Various Writing Genres (n=97)	172
50	Degree of Interest of Second Year Students in Various Writing Genres (Gender)	173
51	Degree of interest of Second Year Students in Various Writing Genres (Faculty)	175
52	Expected Level of Confidence of First Year Students in Various Genres in Writing (n=227)	176
53	Expected Level of Confidence of First Year Students in Various Genres in Writing (Gender)	177
54	Expected Level of Confidence of First Year Students in Various Writing Genres (Faculty)	179
55	Expected Level of confidence of Second Year Students in Various Genres in Writing (n=97)	180
56	Expected Level of Confidence of Second Year Students in Various Writing Genres (Gender)	181
57	Expected Level of Confidence of Second Year Students in Various Writing Genres (Faculty)	183
58	Degree of Motivation in Writing (n 227)	184
59	Degree of Motivation in Writing (Gender)	185
60	Degree of Motivation in Writing (Faculty)	187

61	Functional Utility in Writing (n=227)	188
62	Functional Utility in Writing (Gender)	189
63	Functional Utility in writing (Faculty)	191
64	Self- assessment in Writing (n=227)	192
65	Self-assessment in Writing (Gender)	193
66	Self-Assessment in Writing of (Faculty)	195
67	Cognitive aspect in writing (n=227)	196
68	Cognitive aspect in writing (Gender)	197
69	Cognitive ability in Writing (Faculty)	199
70	Difficult Areas in Writing (n=227)	200
71	Difficult Areas in Writing (Gender)	201
72	Difficulty Level in Writing (Faculty)	203
73	Genre based Ability in Writing (n=227)	204
74	Genre based Ability in Writing (Gender)	205
75	Genre based Ability in Writing (Faculty)	207
76	Variables Representing Syllabus Content	213
77	Performance of the Learners in Writing	214
78	Task- Based Writing Module	221

## LIST OF GRAPHS

<b>Graphs</b>	<b>DESCRIPTION</b>	<b>PAGE</b>
1	Direct Assessment Test Scores in Sentence Construction (n=227)	119
2	Direct and Indirect Assessment Test Scores in Grammar (n=227)	120
3	Direct and Indirect Assessment Test Scores in Vocabulary(n=227)	120
4	Direct and Indirect Assessment Test Scores in Organization (n=227)	121
5	Direct Assessment Test Scores in Sentence Construction (Gender)	126
6	Indirect Assessment Test Scores in Grammar (Gender)	126
7	Direct Assessment Test Scores in Grammar (Gender)	127
8	Indirect Assessment Test Scores in Vocabulary (Gender)	127
9	Direct Assessment Test Scores in Vocabulary (Gender)	128
10	Indirect Assessment Test Scores in Organization (Gender)	128
11	Direct Writing Test Scores in Organization (Gender)	129
12	Direct Assessment Test Scores in Sentence Construction (Faculty)	139
13	Indirect Assessment Test Scores in Grammar (Faculty)	140
14	Direct Assessment Test Scores in Grammar (Faculty)	140
15	Indirect Assessment Test Scores in Vocabulary (Faculty)	141
16	Direct Assessment Test Scores in Vocabulary (Faculty)	142
17	Indirect Assessment Test Scores on	142

	Organization (Faculty)	
18	Direct Assessment Test Scores in Organization	143
19	Perceived Writing Needs in English	209

## LIST OF FIGURES

FIGURE	DESCRIPTION	PAGE
1	Classification of ESP by discipline or professional area	24
2	Two sector model of communication needs profile	30

## **LIST OF ABBREVIATIONS**

AMU	Aligarh Muslim University
CBSE	Central Board of Secondary education
CISCE	The Council of Indian School Certificate Examination
CLT	Communicative language Teaching
CNP	Communicative Needs Processor
EAP	English for Academic Purposes
EGP	English for General Purposes
ELL	English for Language Learners
ELP	English for Legal Purposes
ELT	English Language Teaching
EMP	English for Medical Purposes
EOP	English for Occupational purposes
ESL	English as a Second Language
ESP	English for Specific Purposes
EST	English for Science and Technology
FL	Foreign Language
L2	Second language
LSP	Language for Specific Purposes



## CHAPTER I

### STATEMENT OF INTENT AND THE FORMULATION OF THE PROBLEM

#### 1. Background to the study

The majority of the multilingual population in India use English as a second language (ESL) in different sectors, such as, administration, business, industry, science, technologies and professional contexts. In addition, English plays a role of medium of instruction in India in most of the educational institutions. The diverse ESL context of educational institutions in India merits special attention for research and teaching particularly with a view to accessing the language for developing oral and written communication skills. Nevertheless, at a practical level, which despite its low reach compared to speaking, writing gives the curriculum goal a true and authentic picture of the assessment of the teaching-learning process. The process of communication in ESL medium of institutional context is inextricably linked with issues of developing productive skills such as oral and written communication skills. In the ESL context, writing is considered as an important skill yet teaching and assessment of writing is inadequate. The significance of writing skill is eventually derived from the fact that the entire educational system in India is predominantly writing based, since most of the examinations and assessments are done in writing (Dorairaj, 2007). From the perspective of assessment, writing is the most important skill at school and tertiary level (Evans & Greens, 1997) but relatively, 'attention to writing instruction is very low in ESL classrooms in India' (Nehal, 2012:119). Also little is done to develop the writing skills in the ESL classrooms (Dorairaj, 2007). Since writing is the most complex instructional task that requires a high degree of organization of ideas coupled with semantic and grammatical accuracy (Hedge, 1988), the teaching of writing faces enormous constraints even in the best of instructional environment. Obviously, the constraints of teaching writing in a resource-challenged environment is much wider in terms of inappropriate teaching method, deficit in teaching materials and resources, lack of instructional hours and need- based syllabus. Above all, teacher training programs in India are not designed to promote the writing pedagogy. Writing education suffers from an acute shortage of trained teachers. But things have come to this pass precisely because of long- running apathy towards trained staff in schools. The budget for the teacher training is inadequate. Even these funds go unutilized because of deplorable condition of primary and secondary education sectors along

with decrepit infrastructure. Looking at the issue of writing curriculum and pedagogy, the General English<sup>1</sup> courses sometimes are not geared to meet the learners' writing need that can ensure their success in the academic contexts or professional sectors. Although, writing has been increasingly used in all the educational settings, importance to writing skills has never been undermined; rather attention paid to the education of writing skills is relatively less (Nehal, 2012). Generally in schools, the writing instruction follows a pattern of memorization, dictation, copying and rote learning. Sometimes, students copy the notes from the guidebooks or from other sources or lift content from the text to answer the questions (Bhattacharjea et al 2011, Singh 2011). When they are expected to write an essay, a paragraph or a letter etc. most of the time students memorize from the books and depend on rote learning techniques to write in the examination without having developed the ability to write on their own. In many cases at the school or college level the English and content subjects like History, Philosophy etc are taught by translating into mother tongue. Thus, the students entering college after school are not fully prepared to do the kind of writing tasks required of them. Moreover, writing is not emphasized, rather it is simply taught because it is a part of syllabus (Nehal, 2013). Nonetheless, most schools in India do not have enough resources and environment for teaching writing. Teachers are not trained to teach writing keeping in view the needs of the learners.

As has been mentioned above, the scenario is no less true for the context of the study at Aligarh Muslim University (AMU) where the medium of instruction is English. The English language learners (ELLs) at AMU are heterogeneous in composition. Student population coming to AMU belongs to both public and private schools and they have limited English proficiency. Some come from government-aided regional medium schools, Madarsa-based vernacular background, tribal communities as well as from socially disadvantaged and marginalized communities (Nehal, 2013). The population intake also comprise students from West Asian, African and South-Asian countries having Arabic and south Asian languages as their mother tongue. The other categories of students are from Centre for Distance Education, private students from Jammu & Kashmir for English exam only<sup>2</sup> and women private candidates at AMU (ibid). Students enrolled for undergraduate programme come from different secondary Education boards like Central Board of Secondary Education (CBSE), The Council of Indian School Certificate Examination (CISCE), State Government Boards

and AMU Board of Secondary Education, operational both in English and Urdu as medium of instruction. However, English is largely the medium of instruction.

ELLS at AMU refers to all those students who take the Compulsory English<sup>3</sup> program at degree level and also those who have studied English at their secondary and senior secondary level. Majority of students among them are not proficient in English. They require instructional support in order to be functional in English. All of them have passed their Compulsory English assessments, yet they are short of proficiency benchmarks required at their level. Students who have passed English assessments, however, may still need support in acquiring and using functional language in the classroom, particularly with the written language that leads to successful high school graduation and higher education opportunities. Over the last few decades, the Department of English has experienced a sharp increase in the number of students who are not proficient enough in English to communicate the academic content in addition to their need for basic communication skills. Also students of compulsory English classes normally do not find enough opportunities of receiving skill-specific training particularly in the context of challenges of multilevel large compulsory English classroom.

Most of these ESL students joining AMU are unable to write appropriately. Some even come from English medium background yet majority of them are unable to express their ideas clearly in writing (Ahmad 1988 cited in Nehal, 2013: 332). It is generally seen that even after having many years of exposure of English in schools; students do not get opportunities for developing a required level of competence in written language. Henceforth, they are not proficient enough to meet all their professional and functional needs. The present study brings forth the view that a substantial number of students who join undergraduate programme at AMU after having studied English for 10-12 consecutive years are not adequately proficient in writing to face the situation either academically or professionally. It is also questionable whether writing component of compulsory English presently offered at AMU truly caters to writing needs of the ESL learners<sup>4</sup>. It is therefore, extremely important to understand what are students and teachers perception of writing skills vis-à-vis writing performance so that writing needs analysis can inform the current concerns of pedagogy.

### **1.1 Context of the study: Aligarh Muslim University**

Mohammadan Anglo Oriental (MAO) College, now recognized as AMU constituted in the year 1875 by an Indian Muslim philosopher, educationalist and social reformist of nineteenth century -Sir Syed Ahmad Khan. He established AMU to provide western and scientific education to Indian Muslims. AMU is one of the oldest central University included as an institution of 'National Importance' in the VII Schedule of the Constitution of India. ([distancelearning\\_amu.com/docs/prospectus%of%20CDE.Pdf](http://distancelearning_amu.com/docs/prospectus%of%20CDE.Pdf)). It is spread over hundreds of hectares area across the city in the Northern Indian state of Uttar Pradesh. The University has 12 Faculties viz. Agricultural Sciences, Arts, Commerce, Engineering & Technology, Law, Life Sciences, Medicine, Management Studies & Research, Science, Social Sciences, Theology and Unani Medicine, comprising 95 departments which offer more than 300 courses.

The University also maintains a number of colleges, institutes, centers and schools. Notably among them are Women's College<sup>5</sup>, Centre of Professional Courses, Interdisciplinary Biotechnology Unit, Zakir Hussain College of Engineering & Technology, Ajmal Khan Tibbiya College, Jawaharlal Nehru Medical College, Dr. Ziauddin Ahmad Dental College, Institute of Ophthalmology, Centre for Advanced Studies in History, Centre for Women Studies, Centre for Nehru Studies, University Polytechnic, Women's Polytechnic, K.A. Nizami Centre for Quranic Studies, and several schools including one for the visually challenged. The Maulana Azad Library of the university is one of the world's largest libraries. AMU recently established three off campus centers at Mallapuram (Kerala), Murshidabad (West Bengal) and Kishanganj (Bihar).

AMU has around 30,000 students, about 1,400 teachers and some 6,000 non-teaching staff on its roll. There are 18 halls of residence and 75 hostels. AMU draws students across India and from foreign countries specially those in Africa, West Asia and South East Asia. Some of the students even come from SAARC and Commonwealth countries. The medium of instruction is largely English. The residential character of this university contributes greatly to the country's multi-religious, multi-social and multi-lingual character. AMU offers wide range of courses like certificate courses, diploma courses, advanced diploma courses, undergraduate degree courses, postgraduate degree courses, advanced post graduate diploma courses as well as research and doctoral level courses. The Department of English offers two specialized programmes in English and ELT in addition to full time PhD programme in English

and ELT. B.A (Hons) Communicative English and BA (Hons.) English are the programmes offered by the Department of English. Since its inception Communicative English (Hons) programme serves as a feeder to MA (ELT) programme. The Communicative English tries to develop oral and written communication skills in English for the graduates opting for professional courses like MBA, Mass Communications, MFC, MSW, Human Resource Development programme etc. It aims to cater to the language needs of heterogeneous group of learners' belonging to different socio- economic, cultural, linguistic backgrounds, and came from state and national boards having varied level of linguistic competence and acquisition environment (Nehal, 2013). At an undergraduate programme at AMU English is also taught as a subsidiary subject to the students belonging to different faculties such as Sciences, Life Sciences, Commerce, Social Sciences. English is taught as a compulsory subject to all faculties including Engineering & Technology, Law & Theology except the faculties of Medical Sciences and Agriculture. The description of Compulsory English course for writing skill is discussed in detail below. B.Ed programme of the university also offers English as one of teaching subject. Centre for Distance Education, AMU offers B.A (Communicative English) in addition to certificate and diploma course in communicative English. Apart from the undergraduate and postgraduate programmes AMU offers various certificate and certificate diploma courses for proficiency in some Indian as well as foreign languages. AMU offers certificate course for proficiency in foreign languages like Arabic, and Persian and Indian languages like Bengali, Kashmiri, Marathi, Punjabi, Sanskrit, Tamil Telugu, Malayalam and Modern Indian languages. It also offers diploma in proficiency in different languages.

### **Compulsory English in Degree Programme**

Compulsory English for undergraduate studies is an integrated course focusing on developing all the four skills -reading, writing, speaking and listening skills of English language. Its main aim is 'to make the learners proficient to use the basic language skills in their everyday life'. (Aim as specified in syllabus of B.A/B.Sc/B.com I and II year Compulsory English, EN102 and EN 202). The course claims it is entirely text free based on teaching designed materials. The department supplies the course material entirely by itself. The students have to write papers in compulsory English for two years i.e. in first and second year for 50 marks each which includes internal

assessment as well. A brief description of the compulsory English writing syllabus is given below. For Compulsory English entire syllabus (See appendix V).

The Compulsory English course offered at first and second year consists of four units on writing skill:

### **First year compulsory English Writing Syllabus**

The first year syllabus consists of two units on writing skill.

#### **Unit I: Writing Skill -1**

1. Note taking
2. Summarizing
3. Précis Writing

#### **Unit II: Writing Skill -2**

1. Describing yourself, friends and relatives
2. Describing streets, houses, counties, towns and villages.

#### **Unit III: Writing Application**

#### **Unit IV: Writing a Curriculum Vitae**

### **Second year Compulsory English Writing Syllabus**

#### **Unit I: Paragraph Writing/Expansion**

(Unit on paragraph writing is designed to develop the ability of the learners to arrange their ideas in a topic sentence and supporting sentences in order to write a good paragraph. In this unit they learnt the idea of expanding of ideas on giving topic, sayings, set of information, data or image etc)

1. On a given topic/saying
2. On a given set of information
3. On a given data / image

#### **Unit II: Writing Skill**

1. Giving directions
2. Giving instructions
3. Writing processes
4. Writing future plans
5. Writing letter of thanks, regret, condolence, invitation etc.

#### **Unit III: Composition**

1. Reporting events, speeches, meetings
2. Essay writing.

## 1.2 Theoretical Framework of Needs Analysis

Needs analysis has been defined as a set of procedures for the identification of needs of the language learners' and categorizing those needs according to their priorities (Richards, 1995). The need however, is a process of describing problems of a target population and possible solutions to these problems. There are different concepts of need, defined in terms of necessities or demands, wants and lacks (Hutchinson & Waters, 2008:55-61); objective and subjective needs (Brindley, 2004:65), perceived and felt needs (Berwick, 2004:55); also goal oriented, process oriented or product-oriented (Brindley, 2004:65). The different classification of need reflects upon the different forms of needs analysis. Needs analysis procedures aim to generate the information about the learners, the teachers, administrators, the context of the language program, factors effecting the language programs, planning a language programme, material designing etc (ibid). It serves as an initial step in curriculum design for further development of tests, teaching materials, teaching activities, evaluation strategies etc (Brown, 1995). The formal concept of needs analysis emerged with the idea of focusing on learners' needs which originated in the 1970s resulting in the design of language courses that could satisfy individual and social needs (Cowling, 2007). Needs analysis is very much related to English for specific purposes (ESP) but has been neglected in General English classrooms. Seedhouse (1995:59) states that 'needs analysis is rarely carried out in General English classroom' as it is not possible to specify the needs of general English learners. It is more useful to identify the needs for General English purposes as 'it provides a broader foundation rather than a detailed and selective specification of goals like ESP (Hutchinson and Waters, 2008:53-54). It is more essential and useful to determine the needs of English for general purposes (EGP) learners because of variation in the age group of the learners, as they can be children or adults. Moreover, general English course goals, aims at attaining the overall mastery of the language that can be globally tested (Richards, 2001). Hyland (2003) urges teachers to identify learners' self-perceived needs and wants in second language (L2) writing syllabus design and lesson planning because considering learners' wants is an integral part of needs analysis. The studies conducted in the past aimed to analyze of the target group of students, to contribute to syllabus design, materials development or sometimes the renewal of the English language curriculum at the tertiary level. The studies (discussed in section 2.12 Chapter II) revealed English for academic purposes (EAP), ESP or General English

course support students learning in their academic or occupational situations with raising implications for teaching instruction in tertiary instruction.

### **1.3 Rationale of the Study**

Much research has been done on needs analysis on LSRW as part of needs analysis in ESP in the past few decades. The focus of the research has been on determining the needs of the learner in relation to specific program of study primarily at the undergraduate level. However, very few researches have been documented exclusively on writing needs analysis. Therefore, the present research conducted on writing needs analysis in the context of AMU has pedagogical implications for the optimal design and shape of the writing curriculum with specific reference to the learner's needs.

The rationale of the present study is based on the fundamental aspect that writing has received a minimum attention in the ESL context in India. This situation is justified by Hedge's (1988:6) view that 'Writing has been a neglected area of English language teaching for some years'. It is a paradox that writing is neglected in instruction in classroom teaching nevertheless, all the examination and evaluation are done in the writing. The writing instruction is often ineffective since the wants, needs and lacks go unnoticed and are underrepresented. If we look at the reasons for learners' writing needs, wants and lacks, the issue of writing remains situated against the backdrop of English teaching right from the primary stage. It is generally seen that the teaching of writing at schools were not given enough attention rather writing is text-bound teaching activity which is entirely seen as a syllabus item (Nehal,2012) rather than an item of teaching writing as a skill. There might be exceptions where writing is taught through proper methodology and resources that may figure in some public school. Yet it presents a limited view of effective teaching of writing. At school, the instruction in writing is text-book bound followed by the tradition of copying, memorization, dictation and rote learning, while course expectations are based on effective performance on writing tasks assigned. Instead of teaching learners' on their own at the level of coherence and fluency writing is taught by imitation and memorization (National Curriculum Framework, 2005). To make the matters more complicated, the tradition of teaching writing in school extends upto secondary and tertiary level whereas writing needs become a complex one. Therefore, it is generally seen that the writing instruction at university and colleges do not exactly match with the writing



needs of the learners both in terms of pedagogical and real-world task needs. Also, at university, students are expected to learn and perform to write specific types of genres like report writing, business letter, writing memos, etc. that are pertinent to their fields they are studying. Students struggle to write effectively as they are underprepared for writing in universities because the needs of students coming from non –English or even English medium background do not exactly match with the real conditions of teaching writing. Barring a few students from public school background who are proficient in writing skill, students' poor quality of writing remains a constant concern, especially in the context of ESL instruction. At university level the learners are expected to learn to write for their future and professional needs. The professional or academic needs are broadly defined by the medium of writing genres. They are broadly structured around the production of certain genres such as summaries, reports, assignments, essays, short notes and research papers. The undergraduate writing programmes are also linked to professional needs and requirements like writing memos, leave applications, writing curriculum vitae, writing reports, business letters, minutes etc. Most of the time writing done in colleges and university at the undergraduate level writing seems to be losing its significance because of reasons like lack of teacher training, deficit writing syllabus, inappropriate teaching methods and unavailability of teaching resources etc. Even when the teacher puts his/her serious effort, it lacks support from the institutional, cultural, curriculum framework and assessment procedures. The one- size fits all approach to writing doesn't work. Therefore, the writing instruction is quite aloof from socio cultural and contextual realities of teaching and learning to write. At the same time, teacher is one who knows the learners writing needs, yet helpless to think about a remedy since no serious effort is brought at the level of curriculum implementation in terms of region or location specific or need based training programme. In the context of present study at AMU hardly there are fewer studies available to explore these connections. In fact, no such studies; are specifically available in the context of AMU confirming this connection. Therefore, these issues primarily drive the researcher to undertake the work on writing needs analysis.

### **1.4 Hypothesis of the Study**

The hypotheses of the study were:

1. ESL learners' perception of their writing in English would be different from their performance in writing in English.
2. Writing needs will provide insights into the framing of writing curriculum.
3. Teachers' perception of writing needs will provide insights into further writing needs analysis research for meeting the learners' writing needs.

### **1.5 Research Questions**

The present study aims to answer the following questions:

1. What are the ESL learners's perceived writing needs in English?
2. What are the ESL learner's performances in written English?
3. Is there any difference between the perception and performance of ESL learners in writing?
4. What are the insights gained from writing needs analysis?

### **1.6 Research Methodology**

#### **1.6.1 Participants**

##### **1.6.1.1 Students**

This study was undertaken during the end of the academic year 2008-2009. The different ESL students involved in this research came from a variety of language backgrounds like Hindi, Urdu, Arabic, and Persian including some North Eastern and South Indian languages (see table 7 for respondent's profile). The target population selected for this study was 227 undergraduates of whom 132 were male and 95 were female. Students were predominantly from the age group of 17-21 years. They have already received English language instruction from 5-15 years. The surveyed students were studying English as a compulsory subject at undergraduate level.

##### **1.6.1.2. Teachers**

Eleven teachers from the Department of English at AMU were interviewed. The teachers who were interviewed were teaching compulsory English course to undergraduate students at faculties of Arts, Social Science, Commerce, Science and Life Science of the university. All the teachers included in the study hold a PhD degree in either English Literature or English Language Teaching and are appointed

as Assistant Professors, Associate Professor or Guest faculty by AMU. The years of their teaching experience varied from 2-15 years.

### **1.6.2 Instruments**

#### **1.6.2.1 Writing Needs Analysis Questionnaire:**

The quantitative information was obtained through the questionnaire administered on 227 undergraduates of AMU. The survey questionnaire aimed at identifying the writing needs of the learners.

#### **1.6.2.2 Writing Performance Test:**

It was designed to assess the learners' writing performance through direct and indirect writing performance test. The writing performance test was conducted to assess the writing performance of students.

#### **1.6.2.3. Teachers' Interview Schedule**

The methodology underlying the study was qualitative by using semi- structured interview. The semi structured interview was administered on the teachers of AMU teaching or have taught the compulsory English course offered at AMU. The purpose of the interview was to elicit the teacher's views regarding the students writing needs and difficulties. Information about the nature of the compulsory English writing syllabus was also obtained.

### **1.6.3 Data Interpretation and Analysis**

For the purposes of analysis, the Statistical software package SPSS for Windows (Version 13) was used with the results tabulated, cross tabulated and analyzed. The responses of participants to questionnaire items were coded and analyzed. The statistical procedures used in the study were descriptive statistics- frequency, percentage, mean and standard deviation scores, t- test (two samples assuming equal variance), Spearman Rho Rank- Order Correlation Coefficient, ANOVA (one way analysis of variance) , Reliability through Cronbach's alpha method and Pearson Product Moment Correlation. The statistical significance of the data (alpha level) is established *a priori* at the .05 level and a null hypothesis was accepted.

### **1.7 Writing Needs Analysis at an Undergraduate Level**

This study investigated the undergraduate students' writing needs and difficulties. The students rated writing skill as the least important skill of all the four language skills. The most important finding is related to the students' perception of the range of writing sub-skills (grammar, vocabulary, organization and sentence construction). They perceived that they are strong in the writing sub-skills. They reported sentence construction as the strongest sub-skill in writing. Vocabulary and Organization were rated equally as the weakest sub-skill in writing. However, their performance reflected that most of the students were poor in writing in all the 4 sub-skills.

The students reported writing a paragraph, letter of application and writing an article as the three most frequently used genres in writing though only a few students accepted to write these genres quite frequently. The first year students reported précis writing as the most difficult genre in writing followed by writing a curriculum vitae and note taking. The second year students, however, reported report writing as the most difficult genre in writing followed by writing instructions and directions and essay writing. On the other hand, first and second year students rated writing letters and paragraph writing as the least difficult genre respectively.

The teachers for instance, have also given insights into the students' general English writing needs in context of Compulsory English course. The data highlighted the difficulties in learning to write in addition to the learner's lack of interest, awareness and motivation in writing as well as lack of opportunities of practice in writing. The teachers also responded that there is a need to revise current compulsory English writing course that has failed to meet the writing needs of the learners. The findings did not show any variance in terms of writing needs and difficulties for female and male respondents. The findings of the five faculty groups of respondents indicate that the writing needs of the students for five different faculties are different. In addition, the students writing needs are also determined by their writing performance.

### **1.8 Relevance of the Study**

Writing is a cultural product borne out of the socio-economic conditions of the learner that typifies a set of characteristics in a given background. The surveyed ESL students' population at AMU consisted of students from different cultural, educational and language background. Therefore, the results of the present study generalize well to other educational settings or other populations with different language backgrounds.

Since the present research in ESL context have shown that second language learners face difficulty in writing .This study can contribute to research base on student writing in the ESL context in light of deeper understanding of factors that has a bearing on challenges faced by students and teachers in learning and teaching of writing. This understanding is of importance in ESL contexts because there is a gap between the ESL learners writing at schools, colleges and university. Therefore, it is required that universities give adequate and appropriate support to improve student writing. Keeping this view in mind, this research provides input for ESL students writing needs, as it tries to look for issues like inadequate teaching support , inappropriate teaching materials, heterogeneity in a class, classroom sizes, lack of teaching writing based instruction etc .that affect the learners' writing at university in the context of ESL in general and AMU in particular. It also proves to be useful as it contribute insights into those aspects of writing where students require support. As a result, a writing module is designed based on the findings of the study which could further uniform the curriculum process by way of providing more effective writing needs analysis. The results of needs analysis in the context of AMU will provide insights to the future research in writing area as there are limited researches on:

1. Developing an effective approach or methodology to meet students' writing needs.
2. Addressing the writing needs based on general curriculum needs.
3. Writing skills in General English or in ESP contexts.

Future research is needed to involve learners coming from different backgrounds in different educational settings in order to further validate the findings of this study.

### **1.9 Limitations of the Study**

1. There were total 20 groups of students distributed for the learning of compulsory English course. Out of the total, 6 groups were from Arts and Social Science faculties, 2 groups of Commerce faculty, 9 groups of Science faculty and 2 groups of Life Science faculty. The present study has taken one group to represent each faculty. It did not take into account all the compulsory English groups offering compulsory English course because of empirical limitation.
2. Statistical interpretations are not exclusive to age, language background and educational background.
3. The results of the study identified the problems of the students in writing sub- skills , but did not identify the exact nature of the students writing, the precise nature of

the subjects' problems in these areas were not specified. For example, the study found that grammar, vocabulary, organization and sentence construction are problematic areas in writing for the students but it did not reveal the types of errors students committed in these areas.

4. The longitudinal study for the assessment of portfolios cannot be conducted because the learners are intermittently absent in the classes and only few are regular. Moreover, the portfolios are not a part of the syllabus of the Compulsory English. The studies on the portfolios assessment can be conducted only when the assessment of portfolios are brought into the syllabus.

### **1.10 Organization of the Study**

The research study consists of six chapters which are as follows:

- Chapter 1:** initially gives an outline of the research study and discusses background, rationale and formulation of the problems that ESL learners' experience in ESL research conditions, particularly in the context of writing followed by design of the writing needs analysis conducted on the undergraduate learners at AMU. The relevance of the study and the limitations of the study are also detailed.
- Chapter 2:** reviews the literature of needs analysis and its role in the development of ESL curriculum. It also gives a review of the literature that contextualizes writing needs analysis and writing researches.
- Chapter 3:** presents a review of the various approaches to writing. The discussion starts with the critical perspective and the underlying philosophies on replacing traditional product approach with the current approaches like process approach, genre approach, process-genre approach, social context approach and ethnographic approach.
- Chapter 4:** It outlines the research design employed in this study. It describes the sampling process, the data collection and data analysis procedures adopted in the study.
- Chapter 5:** reports the findings based on the learners' data in the light of the research questions of the study.
- Chapter 6:** provides summary of the results of investigation made in chapter 5. It analyses the views of the teachers on the students writing needs and

difficulties. It discusses the implications and recommendations of the ESL writing followed by the limitations of the present research that emanates from the research findings.

**Notes**

**References**

**Appendices**

## CHAPTER II

### REVIEW OF LITERATURE ON NEEDS ANALYSIS

#### 2. Introduction

This chapter reviews detailed theoretical discussion on needs analysis that underpin the present study. This chapter starts with a detailed review on needs analysis followed by its role in various languages for specific purposes (LSP) programmes. It outlines the purposes of needs analysis, various approaches to needs analysis, different sources and procedures involved in needs analysis. It also gives a brief note on highlighting the role of needs analysis in learner centered curriculum and presents a list of certain limitation of needs analysis. In the end the chapter provides an overview of various researches in needs analysis with specific reference to writing needs analysis. The studies referred here highlight the significance of needs analysis in ESL/EFL context.

#### 2.1 Background to Needs Analysis

Needs Analysis remain neglected in the area of English language teaching for many years. It started to attain prominence in the literature of language teaching during the last several decades. The term 'analysis of need' first appeared in India in 1920s (Cowling, 2007; West, 1994, 1997) before the term needs analysis existed. The concept of needs was introduced by Michael West (West, 1994) as two separate concepts: first, 'what learners will be required to do with foreign language in the target situation' and second, 'how learners might best master the target language during the period of training' (ibid: 1). West was dealing with secondary level learners of General English - what Abbott (1980, 1981a, 1981b cited in West, 1994:1, 1997:68) calls a 'TENOR' (Teaching English for no obvious reason) situation (Cowling, 2007; West, 1994:1, 1997:68) and because of this reason the term needs analysis disappeared until around 1970s (West, 1997:68). Before 1970s needs analysis was generally informal and little research was done in its area as language teachers based their teaching on some kind of intuitive or informal analysis of student's needs (West, 1994:1). The term need analysis re-emerged during 1970s as a result of intensive work done by the Council of Europe team and the early work in ESP (West,



1997). It was later Munby's *Communicative Syllabus Design* which placed needs analysis as a prominent study of research in curriculum design.

## 2.2 Introduction to Needs Analysis

The first step in designing any LSP course planning and development programme is to conduct a needs assessment. The term 'needs assessment' refers to the process of identifying, collecting, analyzing and recording information about the students' learning needs. The term 'needs analysis' on the other hand, takes the process one step further insofar as it requires an investigation of the reasons and identifies the causes for a need. The identification of 'need' is a process of describing problems of a target population and possible solutions to these problems. West (1994) often considered need an umbrella term; allowing different interpretations. Need is generally described by Berwick (2004:52) as '...a gap or measurable discrepancy between a current state of affairs and a desired future state'. Brindley (2004:65) lists some concepts of need; he defined need in terms of:

a) Necessities or demands of the programmes (objective, product oriented or perceived needs); b) Learners' wants (subjective, or felt needs); and c) The methods of filling the gaps between these two (process oriented needs). The difficulty of reaching an agreed definition of needs analysis has been referred by Richterich (1983:2) as 'the very concept of language needs has never been clearly defined and remains at best ambiguous'. This difficulty of definition arises because of the contradiction between the various concepts of 'needs' i.e. necessities or demands, wants and lacks (Hutchinson & Waters, 2008:55-61); objective and subjective needs (Brindley, 2004:65), perceived and felt needs (Berwick, 2004:55); also goal oriented, process oriented or product-oriented (Brindley, 2004:63)- these different classification of needs reflects on differing viewpoints which give rise to different forms of needs analysis.

The focus on determining 'need' has led to the growing body of literature on 'needs assessment'. The definition of 'need' is said to be the basis of any 'needs assessment' (Berwick, 2004). The process being so 'basic' and 'rational', that there is a lot of confusion about what a 'need assessment' is and how it is to be conducted (Watkins et al, 1998:40). Confusion often arises with the related terms like 'needs analysis', 'front-end analysis', 'goal analysis', 'task analysis', 'strategic planning' (Csete,

1996:2) 'training needs analysis', 'demand analysis' (Watkins et al, 1998)etc. which might be used as synonyms for 'needs assessment'<sup>6</sup> (Steward & Cuffman, 1998). These various terms confuse the topic of 'needs assessment' in the sense that the contributions of 'needs assessment' and 'needs analysis' are far different (op.cit.). 'Needs assessment' should be designed to identify and prioritize needs while a 'needs analysis' should break an identified need into its component parts and determine solutions (Watkins et al, 1998). While 'need' is a gap between the desired and future state, 'needs assessment' is a process of identifying the gaps between the current and desired results. In other words, Kaufman (1985:21) defines, 'needs assessments involve identifying and justifying gaps in results, and placing the gaps in prioritized order for attention'. It is a process whereby we identify the gap between what the learners require to know and what they are offered. When we know what the gap is, then we can look for learning resources that will help to know about the needs and requirements of the learners and thus aims at problem solving and goal setting. Subsequently, a needs analysis 'provides a fine grained determination of where a need is coming from, and provides clues to how the need may be reduced or eliminated' (ibid). Under the suggested definition through, only identified gaps in results would be the products of a needs assessment, while training requirements and resource inadequacies would be the product of a needs analysis (Watkins et al, 1998). The above distinction between needs analysis and needs assessment led to the result that 'needs assessment' and 'needs analysis' are not synonymous terms (Triner et al 1998, Steward & Cuffman 1998) and needs assessment is a prerequisite procedure for need analysis (Watkins et al, 1998).

Needs analysis seeks to obtain information on:

- a) The situation in which a language will be used, who it will be used with
- b) The objectives and purposes for which the language is needed
- c) The types of communication that will be used (eg. written, spoken, formal and informal)
- d) The level of proficiency that will be required (Richards et al 1992:243).

The focus of needs analysis has evolved since the early 1970s, has developed through various stages, each of which shifted and broadened the scope of analysis (West, 1994, 1997). The dominant focus of early needs analysis was English for occupational purposes (EOP), and finally it shifted its attention to English for academic purposes

(EAP). Most recently the focus moved for general language learning called as General English (for description of terms ESP, EAP, EOP and General English see section 2.3). The characterization of the stages that led to the development of needs analysis is discussed below in the table 1:

**Table1. Evolution of Needs Analysis**

Stage	Period	Focus		Scope of analysis	Examples
1.	early 1970s	ESP (English for specific purposes)	EOP (English for occupational purposes)	target situation analysis	Richterich,1970/1980 ELTDU,1970 Stuart & Lee,1972/85
2.	later 1970s		EAP (English for academic purposes)	target situation analysis	Jordan & Mackay,1973 Mackay
3.	1980s	ESP & general language teaching		target situation analysis deficiency analysis strategy analysis means analysis language audits	Tarole & Yule,1989 Allwright & Allwright,1977 Allwright,1982 Holliday & Crooke,1982 Pilbeam,1979
4.	early 1990s	ESP		integrated/computer based analysis material selection	Jones,1991 Nelson,1993

(Adapted from West 1994:2; 1997:70)

### 2.3 Needs analysis in Language for Specific Purposes

Needs analysis is now not unique to language teaching in LSP programmes. It came into the literature of language teaching for more than 50 years now. The study of LSP has a long and a varied history (Dudley-Evans & St John, 2006). The term LSP is actually an umbrella term that applies to several different courses which differ according to learner's needs (Martin, 2000). The major concern to make language courses more relevant to learners' need led to the emergence of the LSP movement, known in English-language teaching as ESP. ESP is a part of more general approach into teaching in LSP which came into existence in the late 1950s and early 1960s. It

later became an innovative branch of language teaching in the 1970s. The importance of needs analysis emphasized in ESP (Hutchinson and Waters, 2008), EAP (Jordan, 1997) also in General English courses espousing learner- centered curricula (Nunan, 1988). A detailed attention to ESP is not attempted since the concern of the study is on needs analysis procedure. The following sections 2.3.1-2.3.4 discusses certain ESP related issues like overview of ESP, characteristics and claims of ESP, classification of ESP and the role of needs analysis in ESP.

### **2.3.1 Overview of ESP**

From the early 1960s ESP has grown to become one of the prominent areas in language teaching. ESP has generally been seen as a separate activity and ESP research is concerned as an identifiable component of applied linguistic research (ibid). The ESP as a discipline has been influenced by developments and changes in applied linguistics as the result of the developments in the world economy in the 1950s and 1960s. Its growth was brought into action by the growth of science and technology, the increased use of English as the international language of science, technology and business, the increased economic power of certain oil-rich countries and the increased numbers of international students studying in the UK, USA and Australia (Dudley-Evans and St John, 2006). It is concerned about the need to prepare the non-English background students studying at American and British universities, to prepare the non English background students who needed English for employment purposes such as doctors, nurses, engineers and scientists etc, the need for materials needed for English for business purposes and the need to teach students the language needed for job purposes (Richards, 2001). 'ESP curriculum development is guided by learner needs' (Benesh, 1996:723). This is defined by Dudley-Evans & St John, (2006:299) as the 'identifiable elements' of 'students target English situations'. The process of knowing about the learners specific need in English, why they are learning a language, what they have to perform in English are the basic and initial steps in identifying specific learners needs. ESP teaching does not always related to content but, always reflect upon the concepts and activities on disciplines (eg. EAP, EOP etc). Once the needed skills and activities learners using in the future will be recognized, a more focused analysis of different genres and language involved in these skills and activities will be possible. The methodology that ESP teaching follows depends upon

the specific discipline or profession and the specific interaction between teacher and learner (Dudley-Evans and St John, 2006). Hutchinson and Waters (2008:9-12) and Dudley Evans and St John (2006:21-27) classified the development of ESP into different phases i.e. register analysis, rhetorical or discourse analysis and genre analysis. A description of these approaches is given below:

### **2.3.1.1 Register analysis**

ESP was given its initial incentive by certain works in the area of register analysis. The work of register analysis started mainly in the 1960s and early 1970s. It is associated with the work of Peter Strevens, Jack Ewer and John Swales (Hutchinson and Waters, 2008). It refers to the grammar and lexical features of specific scientific and technical English and focused on the areas of teaching and materials production. It means the electrical Engineering constituted a specific register which is different from General English or even Biology (Dudley Evans & Jo St John, 2006). The aim of the syllabus for register analysis was to give prime importance to language forms which are more relevant for the learners' specific needs. There have been significant developments in material design and production that were designed to focus on scientific, technical or academic writing than in more general contexts. But most materials produced for register analysis context showed some perceived weaknesses as it neglected some of the language forms. For e.g. in focusing on 'notion' of quantity, it shows limited awareness of the value of a functional/ notional approach to the teaching of lexis, in spite of coverage of semi technical vocabulary some passages lacking authenticity, accompanying diagrams were not very supportive, exercises were repetitive and lack in variety (ibid). There were some theoretical objectives like concentration on the restricted range of grammar and vocabulary (Dudley Evans & St John, 2006). These weaknesses of register analysis approach led to the acceptance to second approach and movement in ESP- rhetorical or discourse analysis.

### **2.3.1.2 Discourse analysis**

The developments in written communication emerged out of the interaction between various disciplines, including linguistics, sociology, psychology and anthropology. The use of written language is seen very closely from the point of discourse analysis figuring in the notion of coherence, clause relations and textual patterns. Insights into

how sentence, text and interpretation organized follows complex interface of pragmatics and written conversation based on work done on spoken data. Obviously, discourse analysis has provided a method of fresh enquiry into the way written language is being used and coherently structured in terms of discourse analysis and phonology, discourse analysis and grammar, and discourse analysis and vocabulary (McCarthy, 1991).

### **2.3.1.3 Genre analysis**

Genre analysis is mainly concerned with 'describing the higher level of organization and structure of written and spoken texts' (Flowerdew, 1993:307). The application of the findings of the genre analysis to English teaching has been greatly encouraged in ESP (ibid). The genre-based teaching approaches have been employed in teaching of professional purposes as the students share a common purpose of communication or genres. The concept of genre can be conceptualized as communicative, goal-oriented, highly structured, professional or academic-oriented. The genre based teaching approaches to writing includes the activities to familiarize students with the genres (Flowerdew, 1993).

### **2.3.2 Characteristics and claims of ESP**

The variety of definition and classification of ESP was put forward differently by different authors like Widdowson (1983), Stevens (1988), Robinson (1991), Dudley – Evans & St John (2006) and Hutchinson & Waters (2008). Widdowson (1983) stated that ESP signifies professional oriented teaching or learning of English. According to Hutchinson and Waters (2008) ESP is a branch of English language teaching (ELT) which has no special language, no particular methodology or a particular type of teaching material. Rather it is an approach based on learners' language learning need which has its own particular characteristics. Dudley-Evans & St John (2006), however, claims that ESP may not always focus on the language of one specific discipline or occupation. Stevens (1988 cited in Dudley –Evans & St John, 2006:3) provided a precise and most comprehensive definition of ESP under four 'absolute characteristics' and two 'variable characteristics'.

Absolute characteristics:

- designed to meet specified needs of the learner;

- related in content (i.e., in its themes and topics) to particular disciplines, occupations and activities;
- centered on the language appropriate to those activities in syntax, lexis, discourse, semantics, etc., and analysis of this discourse;
- in contrast with "General English"

#### Variable characteristics

- restricted as to the language skills to be learned (e.g., reading only)
- not taught according to any pre-ordained methodology

In spite of being the most comprehensive definition of ESP, Strevens' definition led to certain confusion. For e.g. Strevens's referring to the 'content' in the second absolute characteristic gives a false impression held by many teachers that 'ESP is always and necessarily related directly to the subject content' (Dudley –Evans and St John, 2006:3). Influenced by the Strevens's definition Dudley –Evans and St John (2006: 4) has improved and revised the definition for ESP. According to him the absolute characteristics of ESP are:

- ESP is designed to meet specific needs of the learner;
- ESP makes use of the underlying methodology and activities of the disciplines it serves;
- ESP is centered on the language (grammar, lexis, register), skills, discourse and genres appropriate to these activities.

#### The variable characteristics are:

- ESP may be related to or designed for specific disciplines;
- ESP may use, in specific teaching situations, a different methodology from that of general English;
- ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be of course for learners at secondary level;
- ESP is generally designed for intermediate or advanced students. Most ESP courses assume some basic knowledge of the language system, but it can be used with beginners.

Robinson (1991 cited in Dudley- Evans & St John 2006: 3) also realized the centrality of needs analysis in defining ESP. Her definition is based on two key defining criteria

and key characteristics. She states that ESP is normally goal-directed and that ESP courses develop from a needs analysis, which 'aims to specify as closely as possible what exactly it is that students have to do through the medium of English'. The characteristics of ESP courses are generally constrained by a limited time period, in which their objectives have to be achieved, and are taught to adults in homogeneous classes in terms of the work or specialist studies that the students are involved in (ibid). Robinson's classification of 'homogenous classes' as a characteristic feature of ESP led to some confusion as that in Strevens definition ESP.

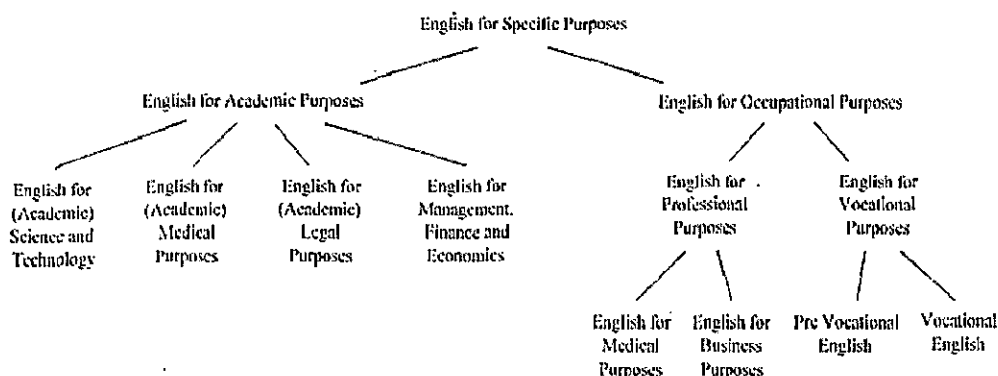
Dudley Evans & St John, 2006:9 summarizes the advantages of ESP with the following four points:

- Being focused on the learner's need , it wastes no time;
- It is relevant to the learner;
- It is successful in imparting learning;
- It is more cost effective than 'General English'.

### 2.3.3 Classification of ESP

The ESP has been divided into two main areas: EAP and EOP, which is further subdivided by the general nature of the learners' specialism in language courses. The classification of ESP is generally presented in tree diagram in figure 1 (taken from Dudley- Evans and St John,2006:6) .These distinctions provide the degree of specificity required in for each course of study related to the actual discipline or professional area for the ESP learners.

**Figure 1. Classification of ESP by Discipline or Professional Area**



(Adapted from Dudley- Evans and St John, 2006: 6)



EAP is an academic study divided into English for Science and Technology (EST), English for Medical Purpose (EMP), English for Legal Purposes (ELP). English for management finance, business, economics and accounting is another branch of EAP. EOP refers to the English for work and training. It includes English for Professional Purposes in the areas of administration, medicine, law and business and English for English for Vocational Purposes (EVP) which serves the purposes for non-professionals in work or pre-work situations divided into vocational English (language of training for specific trades or occupations) and Pre- Vocational English (concerned with finding a job and interview skills).

#### **2.3.3.1 English for Academic Purposes**

The field of EAP has developed rapidly over the past 35 years to become a major force in the English language teaching and research. EAP is generally defined as 'teaching English with the aim of assisting learners' study or research in that language' (Flowerdew and Peacock 2005:8, Hyland and Hamp-Lyons 2002:2, Jordan 1997:1). Johns and Dudley- Evans, 1991 cited in Flowerdew and Peacock, 2005:12) stated that, 'For most of its history, ESP has been dominated by English for academic purposes ... [and it] continues to dominate internationally'. The modern-day field of EAP addresses the understanding of the cognitive, social and linguistic demands of specific academic disciplines in teaching English to the learners. EAP emerged out as one of the broader field of ESP, which focuses on the specific communicative needs and practices of particular groups in particular academic and cultural contexts, the other being EOP. Each of these branches when classified according to the disciplines or occupations is separated into English for Biology, English for Mathematics, and English for Economics etc. (ibid).

#### **2.3.3.2 English for Occupational Purposes**

The term EOP refers to English that is not for academic purposes; but in fact prepares students for the professional occupations. It includes English for professions like administration, medicine, law, and business that branches out into English for Pilot, English for Doctors, English for bank employees etc. (Flowerdew and Peacock, 2005) and vocational purposes for non- professionals in work or pre-work situations.

### 2.3.4 Needs Analysis in ESP

Needs analysis was introduced into language teaching through ESP movement (Richards, 2001). The term ESP appeared with Makerene Conference in 1960 and was soon linked to the concepts of need (West, 1994). It was by the late 1970s or 1980s that needs analysis emerged as the basic and guiding principle of ESP (Brindley, 1984; Robinson 1984, Richards, 2001). The major concern of the ESP approach is an analysis of the learners' needs. One of its greatest contributions to language teaching has been its emphasis on careful and extensive needs analysis for course design. Since ESP is driven by the specific learning needs of the language learner, the first step for ESP curriculum design is identifying the specific needs and wants of the students according to the course content. The practitioners of ESP emphasized the necessity of needs analysis as it helps in the analysis of the learner need. Different types of students have different language needs and what they are taught is based on what they need. These needs are fairly specific; they can be identified and should determine the content of any course (Richards, 2001). The specified needs of the learners in ESP course relate to activities that depend on specific registers genres, and associated language that students need. Such as, the students learning English for hotel, English for food technology, English for medical purposes is different and specific for all different purposes. Richards (2001:33) bring forth that the content of ESP courses are determined in terms of restricting basic skills, selecting basic language items, requirements in terms of themes and topic and communicative needs.

- i) *restriction*: only those "basic skills" understanding speech, speaking, reading, writing) are included which are required by the learner's purposes;
- (ii) *selection*: only those items of vocabulary, patterns of grammar, functions of language are included which are required by the learner's purposes;
- (iii) *themes and topics*: only those themes, topics, situations, universes of discourse, etc. are included which are required by the learner's purposes;
- (iv) *communicative needs*: only those communicative needs... are included which are required for the learner's purposes. (ibid: 33)

ESP assumes that the problems are unique and varied to specific learners in specific contexts and thus must be carefully treated and addressed (Belcher, 2006). ESP practitioners face major challenges to meet the specified learner's needs and realize

that understanding of language use in specific contexts is very essential (Belcher, 2006; Dudley-Evans & St. John, 2006).

### **2.3.5 Difference between ESP and EGP**

The learners, their purpose of learning English and their role in course design constitute the major difference between ESP and EGP. ESP learners' are usually working adults which use English in specific disciplines, vocations or professions to accomplish specific purposes (Hutchinson and Waters, 2008) whereas EGP learners can be children or adults, which use English for no specified purposes, as the term general English is used for English which can be implied to all contexts (Carver, 1983). The goal of the ESP course is to determine the language needs that are useful for the learners to be able to accomplish certain professional task. The content of the ESP courses lies in the selection of skills, themes, topics, words, sentences and subject matter, situations and functions that relates to a particular field or disciplines. General English courses on the other hand tend to teach learners conversational and social genres of language (Hamp and Lyons, 2007). In EGP courses, students are introduced to the sounds and symbols of language, as well as to the lexical, grammatical and rhetorical elements that compose spoken discourse (Dudley Evans and St John, 2008). In addition EGP focuses on applications of English in general situations. In terms of teaching methodology, Dudley Evans and St John, 2006 bring forth the difference between ESP and EGP, where he believed that ESP teaching differs from teaching of general English as it is specifically linked to a particular profession or discipline and make use of methodology that differs from that used in general English purpose teaching. However Hutchinson and Waters (2008) condemn his thought by stating that ESP do not follow any particular kind of language or methodology or teaching material. It is simply an approach which is based on learner's needs in which all decisions to content and method are based on the learners' reason for learning (ibid). The ambiguity about the difference between ESP and general English was further clarified by Carver (1983:132) when he stated that 'in reality there is no such thing as English without a purpose, or English for general purposes, and that a teaching methodology which includes purpose and specificity in its basic approach is thereby the richer'. By this he implies that all English teaching is teaching of ESP. furthermore, Widdowson (1983) clarifies that EGP is no less specific

and purposeful than ESP. According to him what distinguishes them is the way purpose is defined and the manner of its implementation.

### **2.3.6 Needs Analysis and EGP**

'Needs analysis ... is neglected in the general English classrooms' (Seedhouse, 1995:59). This is because of the fallacious belief that it is 'impossible to specify the need of general English learners and partly because of the lack of literature on the practicalities of analyzing the needs in the context of general English' (ibid). Hutchinson and Waters (2008:53) strongly argued against the misconception that the needs of the general English learners are not specifiable. They believed that it is always possible to specify the needs of a learner no matter whether a learner is learning general English course or an ESP course. They believed that the process of learning of general English learner is no way different from ESP, because ESP as an approach is simply based on the learner need in which all the decisions to content and method are based on the learners' reason for learning.

### **2.4 Theoretical Basis of Needs Analysis**

Needs analysis is by its nature a pragmatic activity based on specific situations and general theories or principles that was largely established by the Council of Europe and Munby (1978) model on communicative needs (West, 1994). Much of the literature, used as bases of needs analysis is derived from the views of Hymes's (1972) theory of communicative competence. Following Hymes opposition of Chomsky's linguistic competence, it became clear that competence for use of language is the same as that of Chomsky's competence of grammar, for competence for use may be not exactly same as that of linguistic competence. Performance here indicated the ability of an individual to use language appropriately in appropriate context and situations taking into account other factors not discussed here that has a greater impact in the second and foreign language field.. The theory of communicative competence that leads to communicative approach which inherently connects with Munby's performance related communicative needs processor and Van Ek's communicative competence theory. Munby's model was essentially performance related, with the categories of communicative activity and communicative event

which were the categories of real language use rather than the concept of communicative competence (West, 1994).

#### 2.4.1 Threshold Level

Another aspect of communicative competence theory is drawn from Van Ek's (1976) Threshold Level developed by Council of Europe Modern Language Project group. The aim of the Threshold Level Project was to produce a detailed account on the basic language and learning needs of adult foreign language learners and the linguistic material which was needed in order to satisfy the everyday needs (Cunningsworth, 1983; Howatt & Widdowson, 2001). As Canale and Swain (1980:9) found that 'a theory of basic communicative skills can be characterized as one that emphasizes the minimum level of communication skills needed to get along, or cope with, the most common second language situations the learner likely to face'. This demanded a new format for the syllabuses to reflect the needs accurately and specify the language required to meet in terms of categories of meaning as well as linguistic form (Howatt & Widdowson, 2001). It is claimed that the general objective of the model for general second language programme is that the learner will be capable to perform in everyday situations. Situation means the extra –linguistic factors that determine the nature of communicative act (Cunningsworth, 1983). Four components that make up situations are:

- a) *social roles*
- b) *psychological roles*
- c) *the settings* in which the learner will be able to use the foreign language
- d) *the topics* which the learner will be able to deal with in the foreign language (Van Ek, 1975 cited in Cunningsworth, 1983)

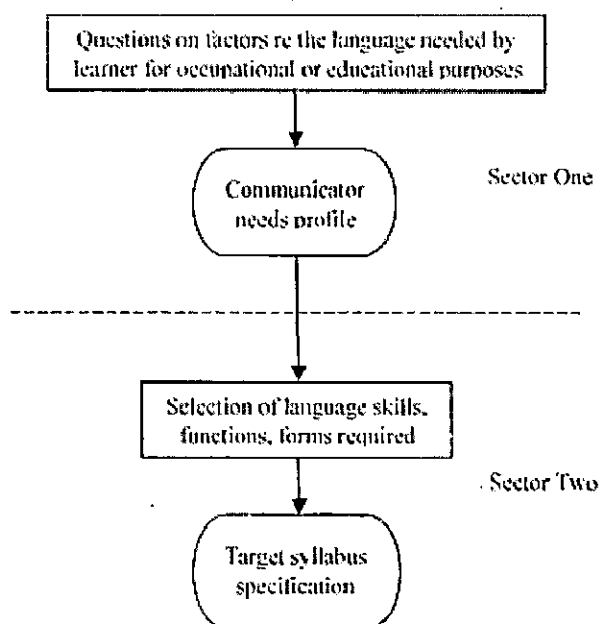
The threshold model emphasizes both 'language functions'; general language functions (imparting and seeking factual information, getting things done by someone, socializing), specific language functions (identifying, reporting, correcting and asking) and 'notions'; general notions include (existential, spatial, temporal), specific notions (e.g. names, addresses, likes and dislikes), topic areas (e.g. personal identification, house and home, travel, food and drink), settings (e.g. home, school) and roles (e.g. stranger, friend). In spite of all these specifications there is a gap in the description of certain skills as there is no description of any rules of language bearing

on appropriateness of utterances, even though factors such as role topic, notion and function are involved in the model (Canale and Swain, 1980).

#### 2.4.2 Munby's Model of Needs Analysis

Needs analysis figure more prominently with the advent of John Munby's Communicative syllabus Design (1978). It is the most widely known work in the field of needs analysis in particular and ESP in general (Braine, 2005). The Munby's Communicative Syllabus Design (1978) provides language needs analysis model (more specifically a tool for course designers) which consists of highly detailed set of procedures which emphasizes on specifying and categorizing learners' target- level communicative needs by providing the information for the course designers for ESP syllabus, which Munby (1987) calls as- Communication Needs Processor (CNP) (Hawkey, 1980; Richards, 2001). Munby's needs analysis model serves as an analytical tool for the course designers to produce a profile of learners' specific language needs and specification of the language skills, functions and forms that a learner will master in order to fulfill the communication requirements described in his profile required for a target language (Hawkey,1980). This is a two sector model which is represented in figure 2.

**Figure 2. Two sector model of communication needs profile**



(Adapted from Hawkey, 1980:82)

The Munby model listed parameters in order to build up the learners' communication needs are described in Hawkey (1980).

#### Profile of Communicative Needs

1. Participant	Significant information about the learner's background, such as age, nationality, language background
2. Purpose	Occupational or educational objective for which the target language is required
3. Setting	Relevant information on physical and psychological setting in which the target language is required
4. Interactional variables	Information on the social relationships of the learners' to be involved in the target language use
5. Instrumentality (medium, mode and channel)	Communicative means for a target language ; medium-spoken, receptive and productive; written, receptive and productive), <i>mode</i> -monologue, dialogue etc; <i>channel</i> - face-to-face; telephone, tape etc.
6. Dialects	Information on dialects to be utilized.
7. Target level	Level of competence required in the target language
8. Communicative events	Micro and macro activities required in a target situation.
9. Key	The specific manner in which the communication is actually carried out.

Richards (2001:34-35) cited an example of how the Munby model could be applied in carrying out in needs profile of restaurant staff, by revealing the information through the model given below:

1. Participant	Who the employees are, their age , nationalities, gender, educational background, work experience
2. Purpose	The kinds of outcomes expected, such as the types of communicative skills the clients need to develop
3. Setting	The type of restaurant in which the employees work and the kinds of customers who use the restaurant
4. Interactional variables	The role relationships, such as waiter/ waitress to customer, waiter/ waitress to restaurant manager, waiter/ waitress to kitchen staff
5. Instrumentality (medium, mode and channel)	Whether spoken or written; face to face
6. Dialects	Whether formal and casual styles
7. Target level	Whether, basic, intermediate, or advanced level
8. Communicative events	Eg. Greetings, taking requests, clarifying information, describing menu items
9. Key	For example, quietly , politely, unhurriedly etc.

The Munby model was regarded as a systematic and comprehensive model required for specifying the learners' needs in relation to their target language requirement. In spite, of its comprehensiveness his model was criticized for following reasons:

1) *Complexity*

It was inevitably made inflexible, complex and time consuming, therefore unlikely to be used more than once.



## 2) *Learner Centeredness*

Munby's model was not learner centered. It draws little data from the learner, rather collects data about the learner.

## 3) *Constraints*

It excluded the important areas like socio political (individual learner characteristics, status of target language), logistical (financial constraint, number of teachers available), administrative (time available), psycho-pedagogic (previous learning methods) and methodological (recommended methods and materials available).

## 4) *Language*

It fails to provide a procedure for converting the learner profile into a language syllabus. (West 1994:9-10)

## 2.5 Purpose for Conducting Needs Analysis

Richards (2001:52) identifies that needs analysis in language teaching may be used for a number of different purposes:

1. to find out what language skills a learner needs in order to perform a particular role, such as sales manager, tour guide or university.
2. to help determine if an existing course adequately addresses the needs of potential students
3. to determine which students from a group are most in need of training in particular language skills
4. to identify a change of direction that people in reference group feel is important
5. to identify the gap between what students are able to do and what they need to be able to do
6. to collect information about the particular problems learners are experiencing (ibid).

## 2.6 Approaches to Needs Analysis

### 2.6.1 West's classification of needs analysis

**Target situation analysis:** It is the earliest and most common form of needs analysis which focus on establishing the learners' language needs and requirements in the occupational or academic setting for which the learners are prepared (Chambers 1980, West 1997). The earliest target situation analysis were identified and analyzed by questioning, interviewing or observing those already in the situation (West 1997).

The term 'target Situation analysis' was first introduced by Chambers in 1980. It was the principle concern and Munby's influential approach of needs analysis. Its model focuses on the learners needs at the end of the course and the target level performance (Jordan, 1997:23). West (1994) suggests that this type of analysis involves gathering information about the situations in which the language will be used. It identifies the necessities, or the objectives needs (West, 1997) i.e. the demands of the target situation or in other words, what the learners need to know in order to function effectively in the target situation. Despite its focus on learner and learner centered approach; it has given little concern to the present state of the learners' present language proficiency (West, 1997). Dudley –Evans & St John (2006) also covers the target situation in his description of needs analysis. Their description of approaches is discussed further in section 2.6.3

**Deficiency analysis:** West (1994) defines deficiency analysis as the learners' present needs/ wants as well as the requirements of the target situations which may be called as analyses of learners' lacks, deficiencies (Hutchinson & Waters ,2008) or subjective needs. Robinson (1991 cited in West 1994: 10) refers to it as a 'combined target analysis' and 'present situation analysis'. It provides the data about both the gap between present and target extra linguistic knowledge, mastery of General English, language skills and learning strategies (Jordan, 1997). Other aspects of deficiency analysis is to investigate whether students are required to do something in the target language what they cannot do in their native language. (West, 1994).

**Strategy analysis:** Allwright was a pioneer in the field of strategy analysis (Jordan, 1997; West, 1994). His starting point was the students' perceptions of their needs in their own terms and his concerns were to help students to identify skill areas and their preferred strategies of achieving the skills (Jordan, 1997). It mainly identifies the learners and establishes learners' preferences. This tries to establish how the learners wish to learn rather than what they need to learn (West, 1994) as it has to do with the strategies that learners employ in order to learn. Its focus is on methodology i.e. preferred learning styles and strategies, but there are other related areas such as reading in and out of class, grouping size, doing homework, learning habits, correction preferences, etc (ibid) which are the concern area of strategy analysis.

**Means analysis:** An important strand in the development of needs analysis is the attempt to adapt language courses to local situations and this approach is called as means analysis (Jordan, 1997). This approach tries to investigate the considerations that were excluded by Munby (1978) model i.e. practicalities and constraints in implementing needs –based language courses, involves a study of the local situation i.e. the teachers, teaching methods, students, faculties etc. to see how these language course can be implemented and is mainly concerned with the logistics, practicalities and constraints of needs- based language courses (West, 1994:11). He points out that some analysts believe that instead of focusing on constraints, it might be better if course designers think about how to implement plans in the local situation first by identifying the relevant features of the situation and then sees how the positive features can be used as an advantage to accommodate what would conventionally be seen as constraints. Holliday (1984:45 cited in West,1994 ;Holliday ,1994a and b cited in Jordan, 1997) further termed it as learning centered approach as it acknowledges the social context of education and gives latitude to teachers and provides sensitivity to situations and ignore alienation caused by teaching, methodology or learning etc.

**Language audits:** West (1994) indicates that language audits may simply be used to identify and describe the current state of language needs. They came to existence as a response to changing economic and political circumstances, notably the single, European market, economic developments in the Middle East and south-east Asia and political changes in eastern Europe. Nevertheless, they are larger scale operations which are fundamental to strategic decisions on language needs and training requirements, carried out by or for individual companies, institutions, professional sectors, countries or regions. The early literature on language audit which have been derived from ELTDU experience, is broadly defined as:

- a) analysis of needs based on the job tasks
- b) assessment of current staff capabilities by means of a sophisticated placement test
- c) training specification drawn to bridge the gap between present performance and required performance in the target language.

### 2.6.2 Hutchinson's & Water's taxonomies of Needs Analysis

Hutchinson and Waters (2008:55-63) draw the distinction between the target needs and the learning needs:

**Target needs:** 'Target needs' is an umbrella term which is understood as 'the learner needs in the target situation' in terms of necessities, lacks and wants.

*Necessities* are 'the type of need determined by the demands of the target situation, that is, what the learner has to know in order to function effectively in the target situation'. Necessities are also termed as objective needs.

*Lacks* is defined as 'the gap between the existing proficiency (what the learners already know) and the target proficiency (what the learner need to know) of the learners'. To identify necessities alone is not enough, therefore, it is also needed to know what the learner knows already, so that the learner can decide which of the necessities the learner lacks. Lack is also regarded as being objective (Richterich 1983:32).

*Wants* means what the learners want or feel they need. These needs are referred to as subjective needs. It is often pointed out that wants may differ, or even conflict, with necessities as perceived by sponsor or employer, and lacks as identified by teacher where learners have an idea of what their needs are and considerably perform an active role. Learners' wants and their views about the reasons why they need language should not be ignored, as students may have a clear idea about their necessities of the target situation and will certainly have an idea about their lacks.

**Learning needs:** According to Hutchinson and Waters (2008:60-2) analysis of target situation needs is concerned with language use, which alone is not sufficient to know what the learner requires rather what is more important is to know about language learning. Target need analysis tells what learners do with language while learning needs explains, how people learn to do what they do in a language Hutchinson and Waters (2008) claim that it is naïve to base a course design simply on the target objectives, and that the learning situation must also be taken into account. Target situation alone is not a reliable indicator, and that the conditions of the learning situation, the learners' knowledge, skills, strategies, and motivation for learning are of prime importance.

### 2.6.3 Dudley -Evans & St John description of Needs Analysis

Dudley-Evans & St John (2006:125) give a description of needs analysis in ESP which consists of the following areas:

**Target situation analysis and objective needs.** It gives the professional information about the learners' i.e. the tasks and activities learners will be using English for.

**Wants, means and subjective needs:** It gives the personal information about the learners like their previous learning experiences, cultural information, reasons for attending the course, their expectations from the course as well as their attitude to English.

**Present situation analysis :** Dudley Evans & St John, 2006:124 states that 'a present situation analysis estimates strengths and weaknesses in language skills and learning experiences' .It gives information about the learners' current abilities and skills, their use of English language their experience in language, their skills and perceptions. It also allows us to assess what the students' lacks in the learning of language.

**Learners' lacks:** Learners' lacks represents the gap between the present situation analysis and the target situation analysis of the learners in learning a language.

**Learning needs:** It includes the language learning information about the effective ways of learning the skills and language that learners' lacks.

**Linguistic, discourse and genre analysis:** It is about the professional communication information about the learners which means about the knowledge of the learner on how language and skills are used in the target situation.

**What is wanted from the course:** It gives information about the expectation of the learner from the course that is used.

**Means analysis:** It includes the information about the environment in which the course will be run.

### 2.6.4 Nunan's Classification of Needs Analysis

Nunan, 1988:78 defines between learner analysis and task analysis.

*Learner Analysis:* what background factors are the learners bringing to the classroom?

*Task analysis:* what purposes is the learner learning the target language?"

*Means analysis:* How students like to learn best can aid in finding out how to approach the material which needs to be learned.

### **2.6.5 Widdowson Classification of Needs Analysis**

Nunan's distinction between needs analysis and means analysis is roughly parallel to Widdowson's (1987:2) distinction between goal-oriented and process oriented. Widdowson's classification of goal oriented refers to what learner needs to do with the language once he/she has learned a language. It simply means how the language will eventually need to be used. Process-oriented means what the learner needs to do to actually acquire the language. In other words, it is how the language is best acquired. This definition points to the importance of recognizing the present condition of the learner as far as language learning is concerned and in the target situation where the learner will be required to use the language.

### **2.6.6 Benesch Classification of Needs Analysis**

Benesch (1996) states that majority of needs analysis in the fields of ESP/EAP is mainly descriptive. She offers 'critical needs analysis as an alternative approach to examining target situations'. She distinguishes between descriptive needs analysis and critical needs analysis.

**Descriptive Needs Analysis:** It is concerned with the description of the targets situation so as to function as a basis for curriculum design and/ or curriculum development. Thus, no attempt is made in order to change the status quo, and the students are trained within the current state in order to fulfill the demands of target situation.

**Critical Needs Analysis:** It attempts to find ways that may modify the existing conditions and consequently, aspire to change the target situation. She considers 'conflicting interests from various levels of the academic hierarchy and explores possibilities for modifying the target situation' in order to build critical analysis, then discusses how to develop EAP curriculum based on this critical needs analysis by giving an example of what she actually did in a paired ESL/psychology course (Benesch, 1996:730).

### **2.6.7 Sysoyev Definition of Needs Analysis**

Sysoyev (2000) preferred to use the term students' analysis than needs analysis because he believed that student can provide much more valuable information for teachers than an expression of their needs. He stated that students analysis does not

only provide information about students' current level in L2-ESP and field knowledge in L1 and L2 but it also deals with equally important factors such as motivation, learning styles, methodology of learning, field knowledge in the native / and foreign language. He also believed that learners want to achieve more of their ESP needs, which helps to attain goals and objectives of the learner in learning a second language in a language programme.

## **2.7 Steps Involved in Needs Analysis**

Schutz and Derwing (1981:35) advocated eight steps in carrying a needs analysis, Graves (2000:100) provided list for seven steps, while Jordan (1997:23) listed ten steps involved in needs analysis. This section lists only Jordan's general stages of needs analysis. They are:

### **2.7.1. Purpose of analysis**

The purpose of needs analysis is to collect information about the learners' learning needs. It solves the problems of the learners', it assists the course designers to design the syllabus or the curriculum and even help the teachers to develop new strategies of teaching as required by the learners. A number of perspectives that have been proposed to consider the purposes of needs analysis. These perspectives include the framework within which needs analysis can be conducted and types of information that serve as a bases of needs analysis.

#### *Framework*

Hutchinson and Waters (2008) discussed three types of needs:

1. Necessities are "objective needs," or what learners need to know to successfully function in the target L2.
2. Lacks are differences between target L2 proficiency and what learners currently know.
3. Wants are "subjective needs," or what and how the learners would like to learn.

Brindley (1984 cited in Brown, 2001:272) listed different types of needs which includes wants, desires, demands, expectations, motivations, lacks, constraints and requirements.

West (1994:8-12; 1997:71-4) provided a list of following types of needs analysis:

1. Target-situation analysis: It seeks to obtain information on the language requirements learners' face in learning a specific type of language
2. Deficiency analysis: It accounts for learners' current wants and needs and their target situation deficiencies or lacks.
3. Present-situation analysis: It focuses on the students' proficiencies at the outset of instruction.
4. Learning-oriented analysis: It takes the view that needs (in terms of syllabus, content, teaching methods, materials, etc.) should be negotiated between students and other stakeholders.
5. Strategy analysis: It focuses on learners' preferences in terms of learning strategies, error correction, group sizes, amount of homework, etc.
6. Means analysis: It focuses on the learning situation, with as few preconceptions as possible in terms of practicality, logistics, cultural appropriateness, etc.
7. Language audits: It take a large-scale view of needs analysis in terms of strategic language policies for companies, professional sectors, governmental departments, countries, etc.
8. Set menu analysis: It is essentially one of target needs...that it provides common language for course negotiation –a common language which is all too often missing between ESP teachers and ESP sponsors (West, 1997:74).
9. Computer- based analysis is done by computer to match perceived needs to a database of materials ‘...from which the course content can be negotiated between students and teacher...’(West, 1997:74)

#### *Types of information*

Berwick (1989:49-51 cited in Brown,2001:272-273) listed six types of information:

1. Organization body of language
2. Specific competencies
3. Social activities and problems
4. Cognitive or learning processes
5. Feeling and attitudes
6. Needs and interests of the learner

A variety of other different type of information provided can serve as a basis of needs analysis listed in Brown, 2001:273)are:



1. Goal-oriented vs process oriented language needs (Widdowson, 1981:2)
2. Language content vs learning content (Brindley, 1984:31-32)
3. Content vs methodology parameters (Nunan, 1985)
4. Linguistic content vs learning process (Brown, 1995:41)
5. Language needs vs. situation needs (Brown, 1995:40; Richards 2001:90-91).

### **2.7. 2. Delimit Student Population**

The number of respondents needed to provide data depends on the size of entire population, the time required for the survey and the resources available to conduct the survey etc. It is important to delimit the student survey population depending upon whether the data is collected from the entire population or from a sample to represent the population. If the target population is relatively small then the entire population can be surveyed but if the population is large than it has to be delimited. The recommended sample selection also depends on the number of returned surveys.

Brown (2001:268) cited two ways in which student population can delimited.

a) *Scale of Needs Analysis* : Needs Analysis could be conducted on a large- scale basis. It could be conducted in quite different scales like international, national, state, country or school district; multi program, program or classroom level. However, most commonly, needs analysis are conducted at the local level.

#### *b) Focus of Needs Analysis*

Needs Analysis have been mostly conducted for specific purposes. As compared to ESP, a very few researches have been attempted for the general English. Typically ESP is divided into two broad categories, one for occupational purposes and the other for academic purposes. These divisions are further subcategorized in which the following needs analysis have been conducted.

EOP includes the various subcategories like business and workplace (Edwards 2000; So-mui & Mead; 2000, Vandermereen 2005), healthcare (Bosher & Smalkoski, 2002; Lepetit & Cichocki, 2002); hotel workers (Jasso-Auguilar, 2005). Apart from ESL settings needs analysis have been conducted in non- English speaking countries for EFL situations. It has also been conducted for specific languages like German, Arabic etc.

EAP includes the following researches: general EAP needs (Chan, 2001), writing needs (Casanave & Hubbard, 1992), oral/aural needs (Ostler, 1980; Johns 1981;

Ferris,1998; Ferris &Tagg,1996a, 1996b;Kim,2001). Some researches are discussed in section 2.12. Other than EAP/ EOP, other needs analysis have focused on survival of English for immigrants, computer assisted language learning etc.

### **2.7.3. To decide on the Approaches and Syllabuses**

Brown, 2001:274 described approaches as ‘ways of defining what and how the students need to learn’. The teachers, students and the administrators may vary in making choices of how student should learn language (approaches) and how language courses and materials should be organized (syllabuses).

#### *Approaches*

The various approaches those were prevalent in language teaching were:

- a) Traditional approach traditional grammar is a framework for the description of the structure of language.
- b) Grammar- Translation approach: in this approach grammar rules are to be memorized with little or no emphasis placed on developing oral ability of English language.
- c) Direct approach: In this method the teaching is done entirely in the target language as the learner is not allowed to use his or her mother tongue. Grammar rules are avoided and there is emphasis on good pronunciation
- d) Audio-lingual approach: Here learning a language is based on the concepts of acquiring habits. There is much practice of dialogues of every situation. New language is first heard and extensively drilled before being seen in its written form.
- e) Communicative language teaching (CLT): The focus of CLT is to enable the learner to communicate effectively and appropriately in the various situations. The content of CLT courses refers to various functions in language such as inviting, suggesting, complaining or notions such as the expression of time, quantity, location.

#### *Syllabuses*

Wilkins (1976 cited in Brown, 2001:275) distinguished between synthetic syllabuses (organized in terms of tasks derived from the description of language

The various syllabuses are, description are drawn from Richards, 1995:9)

- a) *Structural syllabus* (organized primarily around grammar and sentence patterns)
- b) *Situational syllabus* (organized around speech settings and the transactions associated with them such as shopping, at the bank, at the supermarket).
- c) *Functional syllabus* (organized around communicative functions, such as identifying, reporting, correcting describing)
- d) *Notional syllabus* (organized around conceptual categories, such as duration, quantity, location)
- e) *Skill based syllabus* (organized around skills, such as listening for gist, listening for specific information, listening for inferences).
- f) *Task based or activity based syllabus* (organized around activities such as drawing maps, following directions, following instructions).

#### **2.7.4. Acknowledge constraints / limitations**

The constraints that are faced in needs analyses tend to be more situation related and not language related (Brown, 2001) which differ widely from situation to situation depending on the constraints in needs analysis. Constraints can be adequacy of syllabuses, administrative attitudes toward second and foreign language teaching and learning, availability of resources (like audio visual aids, language labs etc.), class size, language policies, availability of time for needs analysis, organization, status of teachers (in terms of their training, qualifications, language proficiency skills, expertise, experience, language, motivation, styles, principles etc.) as well as teaching learning traditions etc.

#### **2.7.5. Selection of methods for data collection**

A successful needs analysis process employ a series of methods for collecting data overtime. The selection for the methods of needs analysis procedure should begin by identifying the population(s) to be assessed, appropriate procedures for the specific situations (learner centered, practical and systematic) and the sources from which the information will be sought for defensible results. In other words, needs analysis should select those procedures that are best suitable in terms of purpose, scale, focus, approaches, syllabus and constraints of the particular NA. Therefore, this stage recommends careful plan of procedures that will help in gathering information.

Hutchinson and Waters (2008:58) provided different types of NA procedures. Jordan (1997:30-8) listed 14 data gathering procedures. Similarly Brown (1995) listed 24 different procedures for collecting needs data. Perhaps a few of the common list of needs analysis procedures are discussed in section 2.8

#### **2.7. 6. Collection of data**

Any analysis involves gathering information to help make appropriate decisions. Gathering information is a process of collecting existing information or developing new information. The different procedures for collecting needs analysis data are discussed in detail in section 2.8

#### **2.7.7. Analyzing and interpreting data**

Analyzing and interpreting of data is followed by the process of gathering information. This phase of needs analysis is most effective as a collaborative process as it is rarely appropriate or helpful if the needs analysis information is gathered, analyzed, interpreted or concluded independently. Researches conducted in needs analysis are quantitative and qualitative. Vast number of needs analysis procedures was carried out in qualitative rather than quantitative research methods. The qualitative researches deal with the concepts of 'dependability', 'credibility', 'conformability' and 'transferability'. However, quantitative researches focus on the concepts of 'reliability', 'validity' and 'replicability' and 'generability' (Brown,2001: 281-283).

Triangulation is an increasing concept in the needs analysis researches to increase the credibility of researches. It is discussed in detail in section 2.9.2.

#### *Interpretation*

First it is important, to gather and analyze needs analysis data in such a way that the interpretations will be seen as 'dependable', 'confirmable', 'credible' and 'transferable' (Brown, 2001:284). Second the interpretations should be done carefully:

- a) to arrange for triangulation to maximizes the strong data points.
- b) to examine how preconceptions may be affecting data choices
- c) how and what choices be made for salient data.

Third, the result should be examined not only about how data sources can be cross-validate each other, but also for any differences that occur among data sources (*ibid*).

### 2.7.8. Determine objectives

The basic and a natural outcome for any language needs analysis will be the specification of goals and objectives for a specific language course. 'Once *collected* and *analyzed*, needs analysis data are used to formulate course goals (or aims) and objectives (Hyland, 2005: 67).Section 2.10 discusses the setting of course goals and objectives in needs analysis. In other words, objectives are the link that connects the needs analysis process with the curriculum (which includes materials, testing, teaching and program evaluation (See figure 4) .The determining of objectives based on needs analysis are essential as they help needs analysts to understand what is involved in meeting the students' perceived needs. They are important, in providing a detailed set of information about the learner's need, the course they will be offered, how will the course be relevant to their needs, what they do to meet the course requirements etc. thus, specifying objectives is an important next step to needs analysis in the curriculum development process.

Richards (2001:122-4) suggests four features of objectives with regard to syllabus planning, teaching and assessment.

1. Objectives should be phrased in terms of what learners will be able to do at the end of the course rather than what they will be doing during the course.
2. Objectives should contribute to the overall purpose of the course.
3. Objectives should be achieved in the time frame of the course.
4. Objectives should be unambiguous and clear. Vague and ambiguous objectives are unhelpful and will not satisfy the actual purpose of the needs analysis process.

Also, Brown (1995:96) listed ten benefits gained from using objectives, but also mentions that there are certain pitfalls involved. To avoid the pitfalls he provided following six suggestions:

1. Objectives can range in type and level of specificity.
2. Objectives are not permanent rather remain flexible enough to respond to changes in perceptions of students' needs and changes in the types of students served.
3. Objectives must be developed by consensus among all the teachers involved.

4. Objectives must not be prescriptive in terms of restricting what the teacher does in the classroom to enable the students to perform well at the end of the course.
5. Because, of all the above features, objectives will necessarily be specific to a particular program.
6. Objectives must be designed to help the teachers, not hinder their already considered efforts.

#### **2.7.9 Implement decision (i.e. decide upon syllabus, content, materials, methods etc).**

The other important procedure of needs analysis is deciding upon the syllabus that will meet the learners requirements form a syllabus. Be it an ESP or general English syllabus, the content of the course should be designed in such a way that it can determine the future needs of the learner (be it a professional, vocational, or academic need).

#### **2.7.10. Evaluate procedure and results**

*A comprehensive and an effective needs analysis must contain a description of theoretical and practical context. It should include a clear description of research methodology employed, including descriptions of the participants (students, teachers, administrators, future employers etc.)material (observation forms, interview schedule, questionnaires, tests etc., procedures, At last when needs assessment procedure has been completed; its merit and worth has to be judged comprehensively. It is done to check on the effectiveness of Needs Analysis itself, like, What worked well? What problems were encountered? How could it have been done better? etc. It should include a clear description of research methodology employed, including descriptions of the participants (administrators, teachers, students, employers etc.), materials (observation forms, interview schedules, questionnaires, tests etc), procedures(how the Needs Analysis information is gathered), analyses(explaining credibility, conformability and transferability) (Brown, 2001:286) .*

### **2.8 Methods for Conducting Needs Analysis**

Needs analysis is a systematic process of collecting information about the learners' to bring forth their learning needs, wants, lacks and difficulties. In the early 1980s the

focus of needs analysis turned more towards the methodology employed in language programs (Nunan, 1988b; Jordan, 1997) to decide on what data need to be collected, when they should be collected, by whom, through what means and what purposes.

Jordan (1997:30-39) lists 14 methods of collecting data. He mentioned *self assessment* as one of the methods of data collection in his list of data gathering procedures other than the following:

- advanced documentation,
- language test at home,
- language test on entry,
- self assessment,
- observation and monitoring,
- class progress tests,
- surveys,
- structured interview,
- learner diaries,
- case studies,
- final tests,
- evaluation/ feedback,
- follow –up investigation and previous research .

Brown (1995 cited in Hyland, 2006:61) lists 24 different procedures for collecting needs analysis data, within six categories namely

- existing information,
- tests,
- observations,
- interviews,
- meetings and questionnaire.

Other than the above mentioned procedures (Robinson, 1991 cited in Braine, 2005:196) described authentic data, as one of the data gathering tool, which is now regarded as one of the most reliable and important method of data collection in needs analysis.

Berwick (1989:56-61) listed these procedures as inductive and deductive procedures. The inductive procedures include

- the use of expert institutions,

- participant and non participant observation
- Unstructured interviews from which the categories of needs are derived

*Deductive procedures include use of devices and instruments such as:*

- structured interviews,
- questionnaire and
- criterion referenced performance test etc (Berwick, 1989; Long, 2005; West, 1994).

The most common of all methods for collecting data on needs analysis are as follows:

**2.8.1. Questionnaires:** Questionnaires are one of the most commonly, widely and frequently used procedures of collecting data on needs analysis. They are relatively proved to be a best means of collecting focused, standard and organized data with large number of students in minimum of time and effort. They can be used to elicit information of students' background, their perceptions, and difficulties in areas of language learning, preferred learning styles and strategies, issues related to curriculum development, evaluation, testing and even material production. Items in questionnaire may be:

**open ended:** 'Items are open ended, with no pre specified response categories or choices' (Long,2005:38). Open ended questions more difficult and time consuming to design and interpret but at the same time elicit a much detail and wider range of information on language learning needs of the learners'. Open ended questions lack standardization. (*ibid*).

**Close ended:** Close ended items are structured items in which respondents choose one or more specified items of the given items. Compared to open ended, close ended provide 'standardized, easily coded and quantified data but with limit possible responses that result for the simple treatments of complex issues' (*opcit*: 38-39) questionnaire make one or more specified options to choose.

**2.8.2. Interviews:** Like questionnaires, interviews are also considered as an important information-gathering technique most notably in anthropology and linguistics fieldwork. Interviews are more in-depth analysis of issues than is possible with questionnaire (Richards, 2001) but is more 'open to bias and inconsistency than questionnaires' (Long 2005:36). They are said to be more flexible and responsive and



often supplement questionnaires because of its clarity and comprehensiveness but take longer time to administer and are only possible with smaller groups. Mackay (1978) points out advantages of the interview over the questionnaire as: completeness of coverage and the opportunity to clarify. They can be done one-on-one or may be in groups, according to the demands of the resources and situations. Interviews can be:

**Unstructured interview:** Unstructured or open ended interviews are explanatory and time-consuming with no fixed format. They serve to identify the in-depth coverage of issues for the use in study and are not constrained by the set of pre-planned questions.

**Structured interview:** Structured interview, semi structured or interview schedule differs from unstructured interviews 'in the degree to which questions have been preformulated by the interviewer' (Long, 2005:37). Structured interview consists of set of questions which allows flexibility and consistency of responses obtained. They have a 'relatively tight format and set of assumptions –preplanned questions given in a fixed format order almost like a checklist' (Hyland, 2003:255). They are easy to conduct, are organized, standardized but require more time to categorize. Mackay (1978) strongly favoured this data-gathering tool over questionnaire as none of the questions can be left unanswered, can be clarify any misunderstanding which may arise in interpreting questionnaire. The most advantageous is that the gatherer can follow up any avenue of interest which arises during answering (Jordan, 1997).

**2.8.3. Observations:** Observation is another important method of assessing the learners' need. It can be used to gather descriptive data during program initiation. It provides the 'opportunity to document activities, behaviour and physical aspects without having to depend upon peoples' willingness and ability to respond to questions' (Powell & Steele, 1996). Observation is a specialized skill knowing how to observe, what to observe, and how to make use of the information obtained (Richards, 2001). It provides direct information to understand an ongoing behaviour, process, reactions, physical settings, environmental features, record keeping systems, project reports and unfolding situation or event etc.

**Participant observation:** Participant observation is much rarely used in needs analysis procedures. Participant observation is different from direct observation in that direct observation is an 'underused and valuable method for collecting evaluation information and involves much greater timer, training, and immersion in the setting

than direct observation (Taylor-Powell & Steele, 1996). Both participant and non participant observation have the advantage of allowing direct, in –depth, contextualized study of what participants actually do, of the activities of interest in their natural environment (Long, 2005).

**Non Participant observation:** Non participant observation is a relatively unobtrusive qualitative research strategy for gathering primary data about certain aspect of the social world without directly interacting with its participants. It may be overt or covert, occurring in public and private settings.

**2.8.4. Learners dairies, journals, logs.** They serve as an important role to collect needs analysis information. It was since 1980s that the use of different kind of dairies, journals and logs for pedagogic purposes, in teacher education, and for research, has been discussed in the field of applied linguistics and language teaching (Long, 2005).

**Diaries** are helpful in gaining insights into students learning experiences. Its main aim is to help language learner, which reflect on the learning process. It help them to understand in particular what seem to work best for them, what doesn't so, that they can focus time and energy on those activities which are most beneficial to them in promoting successful learning and what they found difficult and even reflections on what may be of interest to them. O' Brien (1989) analyzed 15 EAP student dairies which focused on course input, tutor performance, learner performance and external factors affecting study. Another more structured survey of dairies were carried out by Powell and Howell-Richardson 1990 cited in West, 1994:8) under four headings: in class activities, out- of-class activities, my problems and what I have learnt. In addition to student's dairies teacher's dairies are said to be an important source of needs analysis.

**Journals or dialog journals** are in which learners write freely about their activities, their experiences and their plans both inside and outside the classroom. The teacher writes regular and frequent responses. It serves as a rich source of information for learners in meeting their needs and teachers in developing learner centered curricula, thus found to play an effective role in writing courses.

**Logs** 'are records, usually audio taped or in the form of written notes, which learner make of their own language use' (Long, 2005:45). *Diaries, journals or logs* all serves as a rich source of informal feedback for teachers and students insights into learner

and teacher needs on various language issues which help to meet the learners language needs.

**2.8.5. Tests:** Tests constitute another valuable needs assessment tool that employed for traditional assessment and evaluation of learner's. The tests are of various types:

**Placement test:** these tests serve as a diagnostic function. It is a standardized test conducted at the beginning of a course to provide information that will help to place students to the appropriate classes they require. Placement tests are conducted to measure, the skills, motivation, needs, interest and goals and determine the academic ability of the learners in their specified field. Efficiency in administering and marking were give high priority in placement test (Hyland, 2006).

**Diagnostic test:** This type of test identify where remedial action is needed as the course progresses, help teacher plan the course and inform the learners of their progress. Its main purpose is to identify students' writing strength and weaknesses.

**Achievement test:** This type of test serves as a tool to measure the learners writing progress they have made in a particular writing course. It focuses on remedial instruction rather than the failure of the learners. The purpose of this testing is to ensure that each student is placed in the classroom situation which provide best opportunity to them.

**Performance Test:** It gives information about students' ability to perform particular writing tasks (Hyland, 2006). It uses real life performance for the students to perform that are useful for their target situation.

**Proficiency test:** it assesses the general proficiency of students for employment, university studies etc. It gives the picture of the overall ability of the learners e.g. TOEFL or IELTS.

**2.8.6 Case studies:** The case study approach is an 'in-depth investigations of the learning needs and difficulties of individual students or groups' (West, 1994: 8). Conducting case studies can be very time consuming, as it allows a detailed research study which is quite difficult to obtain from the other research methods. At the same time like the learners diaries it is a rich source of investigation for eliciting comprehensive information needed in any research design. Richterich (1983) is a major source of case studies in the field of ELT.

## 2.9 Factors in performing needs analysis

**2.9.1 Sources for needs analysis:** Every time the researches in needs analysis are conducted in light of useful discussion or evaluation of the sources concerned. The sources largely gives an idea of which needs are to be determined (Chambers, 1980). The following sources of needs analysis are:

**Published and unpublished literature:** The published and unpublished sources of needs analysis can also lead to numerous written data both in public and private sectors like manuals, brochures, contract letters, list of tasks at jobs and are usually use in corporate offices, government department, militaries etc.

**Learners:** Learners constitute as the most important and reliable source of needs analysis. They provide the most useful, valid, reliable and real information about their perceived and/ or actual needs. But at the same time the pre experienced learners fail to provide real information and usually constitute unreliable sources, even when highly educated and in that case below mentioned sources are needed and used.

**Teachers and Applied Linguists:** Teachers are indeed able to provide valuable and useful insights about the learners present or future needs (Long, 2005). The other sources of needs analysis methodology is based on relying on applying linguistic intuitions in course design and material writing.

**Domain Experts:** often referred to as 'insiders'. This may include business people as well as returnees, or students who have experience on dealing with the target situation (ibid).

**Documentation:** Documents and records are another very important source of needs analysis. Documents and records provide a researcher with a qualitative data . Documents and records can be in both digital (electronic) form and can be stored in traditional archives/libraries or managed in electronic database repositories. The documentation includes syllabus, examination paper, university ordinances, previous researches etc. Review of documents and records is used as a supplement to other data gathering methods such as observation. It is an unobtrusive method which can be useful for researchers that are trying to develop a strong case before making their findings public. Gathering data from records and documents provides a quantitative side to balance the qualitative data gathered by other methods such as focus groups (Data Collection Methods, 2010).

**2.9.2. Triangulation:** Long (2005:28) defines *triangulation* as a ‘procedure used by researchers... to increase the credibility of their data and thereby, eventually, to increase the credibility of their interpretations of those data’. Brown (2001) defined it a specific procedure rather than a research strategy as has been applied in number of researches (Bosher & Smalkoski, 2002; Jasso-Augilar, 1999) etc. Since any one source of information, is likely to provide insufficient and incomplete information, *triangulation* of sources are done. This process is used for comparing the different set and sources, methods, investigators or theories and sometimes even combinations thereof in a sequence to increase credibility (Long, 2005). As Long (2005:33) put it, ‘in particular, carefully sequenced use of two or more procedures can be expected to produce better quality information’. However, simply using multiple measures and triangulation does not guarantee a credibility of qualitative needs analysis, instead a combination of different perspective, sources, data, types etc. if properly sequenced can contribute to produce better quality information.

**2.9.3. Sampling:** In determining the target population for the research study, sampling is the most vital issue. The target population is defined in keeping with the objectives of the study, as there is no fixed population for the survey. Sometimes, the entire survey population can be sufficiently small, and researcher can include the entire population in the study. This type of research is called a census study because data is gathered on every member of the population, but usually, the population is large for the researcher to attempt to survey all of its members. Thus, in a vast population, a small but carefully chosen sample is used to represent the population which reflects the characteristics of the population from which it is drawn. The sampling methods are well defined in Long, 2005:34-35. The sampling methods are broadly classified as:

#### **Probability samples**

Probability samples are selected in such a way that they are representative of the population. They provide more valid results by reflecting on the characteristics of the population from which they are selected. Probability methods include:

*Random sampling:* ‘A random sampling is where each member of the population had an equal chance of being selected’ (Long, 2005:34). This type of sampling is most preferred but is costly and time consuming if the population is large.

*Systematic random sampling:* It involves selection of every  $n$ th person from the sampling frame (ibid).

*Stratified random sampling:* A random, but a proportionate sample within each subgroup or strata, of the population of interest.

*Cluster sampling:* A random sample drawn from the subgroups for which the sampling frame can be determined.

### **Non Probability Samples**

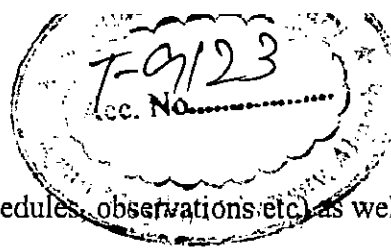
Non probability sampling is a common technique in qualitative research where researcher uses their judgment to select a sample. In non probability sampling, members are selected from the population in some nonrandom manner. These include *Convenience Sampling:* In convenience sampling, 'the participants are selected because they are accessible and therefore relatively easy for the researcher to recruit' (Saumure and Given, 2008:562).

*Purposive sample:* 'it refers to the process where participants are selected because they meet criteria that have been predetermined by the researcher as relevant to addressing the research question (eg. people of a particular age or other demographic category)' (ibid).

*Judgment sampling :* This type of sampling technique might be the most appropriate if the population to be studied is difficult to locate or if some members are thought to be better (more knowledgeable, more willing, etc.) than others to interview. This determination is often made on the advice and with the assistance of the client. In this type of sampling the researcher or some other expert uses his/her judgment in selecting the units from the population for study based on the population's parameters.

*Snowball sampling* it refers to the kind of sampling where 'new participants to the study are recruited when current participants refer other, potential participants to the researcher (e.g. are members of the same group and share same interests that are relevant at that context)' (Saumure and Given, 2008).

**2.9.4. Use of Multiple Measures:** A single method for gathering information from a single source, sometimes they may not provide complete information, as several alternatives requiring more expertise than others and some being more appropriate than others for different situations or for use with different kind of informants (Long, 2006). Therefore, need analysis process must use several combination of multiple



methods (e.g. questionnaire, interview schedules, observations etc) as well as multiple sources (e.g. learners, teachers, administrators etc) to produce better quality results and to increase the overall reliability and validity of the needs analysis survey. Jasso-Aguilar (1999) carefully used multiple methods in his needs analysis study to produce better quality information.

### **2.10 Role of Needs Analysis in Learner Centered Curriculum**

With the spread of CLT, and increasing demands of the learners in language learning, much emphasis has been paid to second language methodology and learner-oriented instruction. As a result, it became an integral part of language curriculum planning (Boswood, 1992) and curriculum development (Richards et al, 1992; Watkins et al, 1998) programme. Curriculum development viewed as a process for meeting learners' needs to improve the learners' learning of a language. Earlier lack of literature on the practicalities of analyzing the needs in the context of general English (Seedhouse, 1995) became the crucial factor for the development of curriculum and this was felt that identifiable perceived needs of the learners is adequate for students of second and foreign language learning. The very idea of learner centered curriculum came to the fore since needs analysis started highlighted the local needs of the target group following which considerable attention was made on arriving practical decisions in pedagogy and assessments so as to perform in real situations and gradually needs analysis became an integral component of task based syllabi. Learning centered curriculum drew hypothesis from needs analysis to help teachers understand the differences in learning expectations between themselves and their students. This led to the reevaluation of the existing programme is that programme could be implemented and redesigned so as to meet the students perceived needs.

### **2.11 Limitations of Needs Analysis**

Needs analysis as a process of developing language teaching through meeting learners' needs in course design and evaluation is highly acknowledged. Yet criticisms on its applicability in language teaching emerged since the mid 1970s (Richterich, 1983; West, 1994), as it shows some obvious limitations:

1. In many situations and circumstances it is difficult to predict the future or the target needs of the learners (Cunningsworth, 1983).

2. Mostly, the groups of learners learning in a situation are homogeneous. So, it becomes difficult to anticipate the needs of the homogeneous group of learners because the needs of the learner in groups may not be identical and thus vary considerably from learner to learner (Cunningworth, 1983).
3. 'The lack of awareness of the existence of needs analysis as a tool in course design, as well as the narrower problems lack of familiarity and expertise' (West, 1994:13).
4. Needs analysis may not always be an infallible process. Sometimes there is a lack of information on the validity or reliability of the instruments used, and sometimes the results went missing or remain inaccurate (Cunningsworth 1983, West 1994:13).
5. A needs analysis depends on a wide range of functions and concepts which, when turned into language forms cannot be organized into a coherent teaching sequence (Cunningsworth, 1983), hence cannot be applied in the teaching situations.
6. No single need analysis tool is reliable enough to analyze the learners' needs. (Cunningsworth, 1983).

## 2.12 .Review of Researches in Writing Needs Analysis

In the area of EAP, several survey research studies have been undertaken with ESL students and subject-matter instructors to describe the tasks faced by college/university ESL students and the relative importance of the various skills/tasks for academic success. Johns (1981) questioned 200 faculty at San Diego State University on which skills (reading, writing, speaking, and listening) were most essential for nonnative speakers in the classes taught by those faculty members. She found that faculty respondents ranked the *receptive skills* (reading and listening) higher than *productive skills* (writing and speaking); and suggests that the emphasis of many university ESL programs should be on developing students' writing and speaking abilities. The faculty of all Departments except Engineering faculty chose General English above Specific Purposes English. The English- related Department, on the other hand, all chose general English as first in importance. This study provided the implications for testing, literacy requirements and curriculum development as well. It suggested that the test like TOEFL, (primarily a test of the receptive skills, reading and listening), should concentrate on those skills and abilities



most required for university success at all major academic levels. It also raised questions about the emphasis on writing as the primary literacy requirement for the College student, to impose a writing requirement for both entrance and leaving. Focusing specifically on the revision of course requirement the study recommended that trained reading instructors, rare in ESL, should prepare curricula using real texts and problems from academic English, systemic teaching of listening and note-taking should be an integral part of activity in all classrooms, teaching of the productive skills of writing and speaking, rather than being central to the curriculum, should be secondary to listening and reading activities. Writing, for example, should involve the paraphrase or summary of reading materials or the organization and rewriting of lecture notes and indicated that speaking instruction should include response to readings or lectures rather than the preparation of dialogues or presentations.

Sun, 1987 conducted the study on 27 Chinese visiting scholars and graduate students at Canadian university. The findings indicated that writing is least important amongst the four language skills. Of the fifteen skills writing for exams was rated as the least important. Focusing on the suggestions based on writing, study suggested develop in communicative competence for academic needs (writing for science and academic purposes. To determine whether EAP was necessary, Hyland surveyed 1619 students from eight disciplines at five Hong Kong tertiary institutions. Based on the questionnaire responses it examined the importance students attribute to English, their major difficulties with the language, and the value they place on EAP classes. Hyland's study revealed that students considered their English skills as inadequate to meet their academic goal and admitted the difficulties more in productive skills of writing, speaking and specialist vocabulary in English. They generally saw the value of English in academic success as they recognized that proficiency in English was an important determinant of academic success. The responses indicated considerable variability across disciplines, proficiencies, and years of study, both in the extent to which they value EAP and the confidence students have in their ability to meet the English demands of their studies. The needs analyses have implications for language teachers in syllabus planning and may prove useful in sensitizing students and faculty lecturers to the significance of language in undergraduate study Hyland (1997). Almost after a decade, Evans and Green (2007), addressed the same question by Hyland (1997) in the Hong Kong tertiary context: Is EAP necessary?. Evans and

Green investigated the language problems experienced by Cantonese-speaking students at Hong Kong's Polytechnic English-medium university. The study investigated 5000 undergraduates and programme leaders, through questionnaire, interviews and discussions with and surveys of departmental programme leaders of all 26 Departments in the university. The findings from the survey indicated that a significant percentage of the subjects experience difficulties when studying content subjects through the medium of English, students' problems centered particularly on academic writing (style, grammar and cohesion) and academic speaking (grammar, fluency and pronunciation). The findings also indicated that students' receptive and productive vocabularies were generally inadequate common core lexis (understanding subject specific and difficult words) were also found to be problematic while the students experienced difficulty (Hyland, 2007) in understanding specialist words. They ranked it easier than writing and speaking –based tasks but found it more difficult than the tasks related to listening and reading. On the other hand, the findings of (2007) research revealed that academic listening was of rather less concern for them as compared to writing, speaking and reading. The data suggested the implications of the findings for EAP course and materials design in light of the changing tertiary-education landscape in Hong Kong (*ibid*).

Another large-scale English language needs analysis was undertaken at the Department of English of Hong Kong Polytechnic University in the year 1996. The study was based on a questionnaire survey of 701 tertiary learners and 47 English teachers at the university to enquire about the English language needs and wants of the university students. It suggested providing practice to students so as to improve listening and speaking skills for conferences and seminars, building vocabulary especially within the students' academic disciplines, building confidence and raising students' motivation in language learning. The study also suggested the provision of English programs that were relevant to the students' academic study and future careers to inform the syllabus rationalization and curriculum renewal of the Department's English programs (Chan, 2001). In another study Oanh (2007) examined two EAP programs at two Universities in New Zealand and Vietnam to emphasize the importance of needs analysis in curriculum design. It also aims to suggest directions for improvements related to needs analysis in teaching and learning of both EFL in Vietnam and ESL in New Zealand. Based on the patterns identified

and compared in the analyses, some implications emerged with reference to these cases. The needs analysis model of New Zealand could well be a model for the Vietnamese classes, where official needs analysis was not a common practice. In the New Zealand case, needs analysis was a highlight of the program through a series of systematic data collection tools. He suggested that formal needs assessment methods (Survey based on questionnaires; Entry test on arrival; Self-placement/diagnostic tests; Interviews; Learner journals; Final evaluation/ feedback; Gap analysis; Objective knowledge and skills tests; Class observation; Self assessment; Teaching and student performance video assessment; Peer review; Evaluating facilities to support teaching and learning; Training for curriculum designers/ developers and teachers about needs analysis) along with informal methods (for identifying individual needs) of needs assessment have the potential to generate equally significant needs. Thus, these strategies worked effectively in New Zealand programme, making it a successful model for teachers' and students' perspectives.

Finally a recent study in a study in Iranian context, Eslami (2010) reported the perception that EAP students and instructors have of the problematic areas in EAP programs in Iran. A total of 693 EAP students majoring in different academic disciplines and 37 instructors participated in this study. The data incorporated respondents' perception of the importance of challenging areas in EAP programs. The results show discrepancy between the perceptions of EAP learners in different academic fields and between learners and instructors. The results of the study hold the view that the students need to improve their general proficiency in English. Students' low level of language proficiency was believed to be more problematic by students in humanities and engineering than medicine. Inadequate vocabulary knowledge, slow reading pace, poor listening, speaking, writing and reading comprehension, and boring classes were among problematic areas for students. The results also showed that students demanded improvement in class activities. These findings also revealed that use of technology and student- centered approaches to teaching are among the highly important issues to consider, as suggested by EAP students.

### **EOP Research**

#### *Hotel management , tourism and banking*

Al- Khatib (2005) examined the communicative needs of tourism and banking personnel by focusing on their perceptions of needs, wants, lacks in the curriculum.

The study has been conducted on 30 senior personnel through questionnaire, interviews and analysis of authentic workplace texts. Results show that travel agency workers were found to be more extensive users of English than their banking counterparts because of the reasons that they communicate for offering destination guides, writing and sending email and faxes, booking on-line ticketing, browsing the internet, making on-line hotel booking, etc.

Stapa & Jais (2005) conducted research to investigate the needs of the Tourism and Management students on writing, at University Technology Mara Malaysia, Taylors College and Institute Technology Tun Abdul Razak in Malaysia. It also attempted to highlighted whether the courses offered at the respective universities reflect the specific writing needs required for the workplace. The need to write formal letters and writing reports were stated as the two most important skills required in performing jobs followed by writing memos and writing a summary. The need to perform job-related tasks such as reports, memos and letters were considered the most common writing skills. The respondents stated that they are unsatisfied with the present syllabus course offered at the collages as the syllabus did not equip them well in order to enter workplace. The mismatch of the writing courses offered at the surveyed institutions with the real needs of writing in the hotel and management industries was one of the major reasons for the revision of the syllabus. The recommended revisions are: *it was not related to workplace functions, programmes were not new. The activities were boring and not challenging. Too much focus was on grammar and also the activities were difficult.*

Afzali & Fakharzadeh (2009) conducted writing needs analysis survey on the students offering tourism course at Esfahan Agencies, Tehran Agencies and Hotels in Iran. The aim of the ESP study was to attain English proficiency level according to the target needs. The objective was to determine the workplace writing needs and functions of the tourism students. The findings revealed that out of the entire list of 103 simple business letters, 'reservation' as a writing genre was regarded as a priority need for tourism students by all the agencies and hotels. The second and third most commonly marked letters were 'thank you for tour' and 'Announcement of special discount offer'. The findings came up with the implications of providing writing skill training for tourism teachers with a list of letter writing genres they mostly in need of. The

implications of the study refer to designing an appropriate writing syllabus keeping the learners' need in view (*ibid*).

#### *business and workplace*

So-mui and Mead (2000) investigated the workplace needs of textile and clothing merchandisers working in the business environment in Hong Kong in two independent and complementary needs analysis. The study was investigated through questionnaire surveys, telephone interviews, analysis of authentic correspondence and making visits to the workplace. The respondents confirmed the substantial use of written English than spoken, and expressed their concern about the grammatical accuracy. The writing activities marked highest were as follows: following an order, advising updated order status and clarifying order queries. The responses showed that merchandisers were not much prepared with a particular style of writing (like use of abbreviations). This investigation enabled to develop teaching and learning materials that match with the specific workplace needs.

#### *Healthcare*

Barker (2000) aimed to look at the first year university science course students' perceptions of specific difficulties with writing tasks at Victoria University, Australia. The study aimed to know the differences between the students writing at school and university. The responses in the questionnaire showed that students don't initially expect writing to be very different at university, but during the semester learned that they are not adequately prepared for writing at university. They experience increasing difficulties with writing tasks, especially in generic structures whereas depth and detail of content required. Other difficulties are in citation of sources and also in accessing lecturers. The students have expectations that university lecturers will provide explicit instruction, guidance and feedback on written tasks, while the university lecturers expect students to be taking more responsibility for their own learning (*ibid*).

Bosher & Smalkoski (2002) conducted a needs analysis at the College of St. Catherine, Minneapolis campus to determine the reason as to why most of ESL students enrolled in degree nursing program were not succeeding academically. The study was conducted through the help of several procedures like interviews, observations and questionnaires. The findings indicated that communicating with clients and colleagues in the clinical settings was perceived as greatest difficulty for

the students, of which all are immigrants. Based on the needs analysis, a course on 'Speaking and Listening in Health Care Setting' was implemented to respond to the students' greatest difficulty. The course has been successful in helping students learn how to communicate more effectively in clinic and by helping to bring much needed diversity to the culturally and linguistically diverse students to the health care profession in the US. In a different needs analysis, students' needs for the innovation of the ELT curriculum of the preparatory-school of an English medium university in Istanbul were examined. It focuses on the importance and effective use of learning strategies related to four basic language skills in second or foreign language learning. It used triangulation of different methods (semi- structured interview and questionnaire) to obtain information from a large number of university students and teachers to validate the data. The result of the investigation indicates the need for encouragement of the students to use effective learning strategies in an English language education program of the Prep School. It also indicates that there was no discrimination between teaching or testing in teaching materials and methods. Therefore, this study like the above studies also suggested reconstructing the program in the prep-school based on the needs analysis recommendations (ibid, 2002).

Cowling (2007) in his needs analysis provided a set of English language intensive course syllabus for Mitsubishi Heavy Industries based in Japan. The course intended to give students the practical English language training focusing on the language used in business situations which they might encounter in their workplace. It included interviews with staff from the training section of Mitsubishi Heavy Industries, interviews with language teachers, interviews with target learners, and a structured open-ended questionnaire for students to complete with their senior employees. Based on the results of the needs analysis, Cowling designed two syllabi: the notional-functional syllabus and the content or task-based syllabus. The notional functional syllabus was employed for the first half of course allowing more structured lessons which is the approach familiar to the learners. Then the content or task-based syllabus was employed for the second half of the course providing learners with the opportunity to practice their English in real situations. The syllabus that resulted from the Cowling's needs analysis research were considered to cover areas of future needs and highlighted the cultural aspects as a useful and important part of the course. Cowling concluded that the needs analysis fulfilled the conditions set by Mitsubishi

Heavy Industries and provided English training for the learners that would be useful for their business settings.

Shokrpour & Fallahzadeh (2007) aimed to determine the defects and problems in the language skills and writing skills and the cause behind the problems of the fifth year medical students and interns' at Shiraz University in the south of Iran. The study aimed at determining the major problems of medical students in writing reports. In order to assess their difficulties the study used 101 admission and progress notes (scored for both language skills) like spelling, vocabulary, grammar, syntax and writing skills comprising punctuation, cohesive devices, coherence and organization) written in the intern medicine and pediatric wards. The university offered an ESP course which requires specific instructional and curricular approaches applied at University writing classes in which the students are required to learn basic English structures, paragraph writing with different purposes and are encouraged to write both in class and through homework. The results of the study revealed that cohesive devices were most problematic for them. Also grammar, syntax, punctuation and coherence was found to be difficult while organization, use of vocabulary and spelling got the highest errorless. Among the two groups interns showed the better skill in writing as compared to medical students. The results of the interviews with the subjects led to the conclusion that they have problems with method of teaching and even do not have much time to devote to the writing courses or in general to English courses, some of the students suffer from insufficient knowledge of general vocabulary and finally have low motivation for learning writing.

In a different study, the English language needs was conducted on a large population of undergraduate Arabic speaking students and faculty in Kuwait University's College of Petroleum and Engineering towards English language in the year 1996 (Basturkmen, 1998). The study aimed to determine the need for reorientation of the institution's current English second language curriculum by using exploratory interview, class observation, examination of students' materials and students structured questionnaire as the research tools. Results indicated that reading and listening skills should be given more priority in the curriculum and the current emphasis on the development of writing skills should be reconsidered. Findings are summarized relating to instruction in engineering courses, student language needs, and views on English language instruction and language learning (Basturkmen, 1998).

### *Management and workplace*

Sidey (1999) conducted needs analysis to examine the relevance of the freshman composition to writing in the workplace of four professionals in the middle management who had been surveyed by questionnaire about their writing in the workplace, college education, freshman writing classes and the importance of skills they need as an employee. The results of the study revealed that all the participants emphasized the importance of effective writing which must be job related, concise and clear. They also affirmed that they could not relate their freshman classes to the writing they do in the workplace and stated them as unsuitable in preparing them to write in the workplace. They all also found the major mismatch with the job expectation as one of them found them to be challenging but did not find them as productive which can prepare them for job writing. The participants only varied in their awareness of the steps used for their writing process. Since the participants could not relate what they did in the freshman writing classes to the types of writing they have to do in the workplace or they suggested to introduce more models of workplace writing into freshman composition. This included bringing in professionals to talk to students and help design assignments, examine the students the kinds of writing required in jobs that interest them, encouraging students to reflect on their writing to develop meta cognitive awareness of their writing process, and analyzing the usefulness of typical assignments in meeting these goals. Further, teachers should also need to help the students develop the ability to move from genre to genre (Sidey, 1999).



## CHAPTER III

### APPROACHES TO WRITING

#### 3. Introduction

This chapter is an overview of various approaches to related to written communication. The chapter discusses the development of approaches, its advantages, disadvantages and criticism. The critical perspective and the underlying philosophies on replacing traditional product approach with the current approaches like process approach, genre approach, process-genre approach, social context approach, ethnography approach.

#### 3.1 Product approaches

The product approach, popular until the 1970s, viewed writing as an extension of grammar (Hyland, 2003). It is a traditional approach in which learning of writing involves imitation, repetition and habit formation. Writing in product – based approach serves to reinforce the application of grammatical and syntactical forms like sentence drills, fill-ins, substitutions, transformations and completions (Raimes, 1991) in L2 writing. It lays prime emphasis on accuracy and correctness on the learners' to avoid errors caused by first language interference in the second language to attain second language learning and development (Paltridge, 2005). The inclusion of classroom tasks for product based approach employed substitution tables, writing expansions, transformation and completion- type tasks which is used in the manipulation and imitation of model texts. The texts that students wrote include sentence patterns and vocabulary items with little concern for audience or purposes (Silva 1993, Paltridge 2005). Product approach led to the development of the idea of controlled composition or guided composition to the teaching of writing. Controlled composition usually requires the students to produce an exact copy of a text, following the activities which moves to the assigned modifications and lexical and syntactic manipulations and finally by means of controlled phrase and clause embeddings introduces free sentence combining (Gorell, 1981). Basically it focuses attention to lexical and syntactic forms in the written language. Underlying controlled composition are the notions that language is speech and learning is habit formation. Based on these notions , it regarded writing as a secondary concern , essentially as reinforcement for oral habits (Silva,1993).

It was later realized by the teachers of writing that controlled composition was not enough and was followed by the other influential approaches of this period: current-traditional rhetoric, the process approach and English for academic purposes (ibid). The current traditional rhetoric approach emerged in the mid- 1960s as a response to controlled composition. Many teachers realized that controlled writing was not enough to develop the learners' L2 accuracy and appropriacy and felt the need for more extended writing rather than just writing grammatically correct sentences, though the focus remained on form. This new approach which followed controlled composition, often called as current traditional rhetoric. Current traditional approach focused on the teaching of the 'rhetorical functions' such as descriptions, narratives, definitions, exemplifications, classifications, comparisons and contrast, cause and effect and generalizations (Paldtridge,2005) classroom tasks concentrated upon arranging sentences and paragraphs into particular rhetorical patterns,. It was during 1966, that audio-lingual method was dominant mode of instruction where writing served a supplementary role and speech was primarily used to reinforce the oral pattern of language (Raimes 1991, Silva, 1993).

Writing in a product –based approach sees as a recursive process which follows a simple linear model of planning, organizing , writing and then revising (Raimes, 1985). In the product approach the learning of writing goes through four stages: (Badger and White, 2000: 153; Hyland, 2005:3)

- a) Familiarization: which aims to make learners aware of certain features of a particular text e. g the learners are taught with certain vocabulary (familiarizing students with certain set of descriptions of houses) and grammar ( identifying usually through the text).
- b) Controlled writing; learners manipulate fixed patterns in writing into the substitution tables (e.g. the learners can produce some simple sentences about the houses with the help of model text).
- c) Guided writing; The guided writing considers the writing development as a result of imitation and manipulation of models texts (e.g. learners make some guided writing for example. writing composition based on visual inputs).
- d) Free writing: the learners practice the writing skill as part of a genuine activity such as a letter, story or essay freely (finally they can give the description of the home on their own completely).

The teaching of writing as a product based is concerned towards reaching the end product in writing by simply copying or imitation of a model text. Students in the classrooms following the product approach adopt the model texts that aimed towards reaching the certain features towards attaining the text. These features include grammatically correct sentences, discourse conventions relating to the main points etc. The pattern-product writing approach is widely accepted among writing teachers because they have found several advantages in it for the writing classroom. First, learners learn how to write English composition systematically from using the pattern-product techniques, namely the logic of English rhetorical patterns such as narration, description, and persuasion. Second, they also learn how to use vocabulary and sentence structures for each type of rhetorical pattern appropriately. Final, product-based writing helps instructors raise learners' L2 writing awareness, especially in grammatical structures (Badger and White, 2000).

### **Criticism of Product Approach**

Product approach to writing was criticized because: First, it provides little or no attention to actual processes rather writing focuses on the end result of the act of composition. In very simple terms, it just considers the final draft of a paragraph, letter, essay story etc. (Al Mekhlafy, 2009). Second, writing – in product based approach overemphasize the use of grammar, syntax and mechanics and gives little attention to the audience. Third, this approach provides little or no insight into actual processes involved in managing to arrive at the final product (Jordan,1997). Fourth, it leads to lack of motivation in learners learning a language as they are more concerned in creating the writing task and focus more on accuracy of the language structures.

### **3.2 Process approach**

The dissatisfaction of the proponents with the controlled composition and current-traditional approach shifted its attention progressively more towards process of writing in the 1970s (Silva, 1993). Process oriented approach is learner based that focuses on the idea of writing as a whole.

Process approach is generally viewed as a 'writer centered approach' which sees writing as "non linear, explanatory, and generative process whereby writers discover and reformulate the ideas as they attempt to approximate meaning" (Zameul, 1985:165). The major concern of the process approach is how the writers generate

ideas and organize them in a text. It emphasizes the writer as an independent producer of a text. The process approach involves different processes in writing as proposed by various writers (Hedge, 1988; Tribble 1996:39; White and Arndt, 1991) but share some core features and common stages. Tribble (1996:39) proposed the cyclic four stage model for process writing:

- a) Pre-writing: is the phase of gathering ideas. It is a typical of producing some brainstorming sessions to the learners'. In this stage the students are provided by various activities which help them to generate ideas and vocabulary by applying the various strategies in learning namely brainstorming, clustering and discussion without much concern about the correctness or appropriateness in this first stage of writing.
- b) composing/ drafting: is writing a rough outline to reach the final product. It involves the use of the brainstorming session to reach towards the final product. In this stage it is expected that the learners will make use of vocabulary and ideas they have got from the previous stage to express and convey in this stage of writing. Writing involves many such drafts modified on teachers and peers comments and feedback.
- c) revising: a revision of the drafts for the further modifications and better results
- d) editing: means editing mechanical errors like spelling and punctuation etc.

In process approaches to writing, the learners' play a predominant role while the teacher's role became less central and classroom practices became more 'learner centered'. The role of teacher primarily is to felicitate the learners' writing and to develop their potential. O'Brien (2004) defines the concept of this approach as an activity in which the teachers encourage learners to see writing not as grammar exercises, but as the discovering of meaning and ideas. The classroom activities in producing texts in process approach involves activities titled such as 'getting started', 'generating ideas', 'finding a topic', writing multiple drafts', 'adding, deleting and rearranging ideas' or 'focus on grammar, sentence structure and vocabulary' (Paltridge, 2005).

Faigley (1986) identifies two groups within the process approach, the expressivists and cognitivists.

a) The expressive view: Both Berlin (1987) and Faigley (1986) goal was to produce writing that was fresh and spontaneous and had integrity. This approach is all about what writers really thought, how they should be creative and how they can produce things. Elbow (1973 cited in Grabe and Kaplan, 1997:88) sees writing as 'an organic, if not mysterious process, springs from creative source and was the writer's vehicle for self-expression'. Despite this view, writing instruction during process approach proposes changes from the more traditional approach of writing. But the major problem assumed with this approach to writing was that it essentially the social context in which writing is performed in the real world situations. This approach has been heavily criticized for being irresponsible; it looks merely language as a tool for self-actualization rather than looking writing as an instrument for social change (Baker, 2008). It ignored the context of writing and the social context in which the writing has to be performed in the real world (Grabe and Kaplan, 1997). It also assumed that that the cognitive processing or immature and expert writers during the writing process operationalised in a same way making no difference or degree of refinement (ibid).

b) cognitivists view: It was during 1980s researchers figured more prominently with the two developing cognitive models of the writing process: Flower and Hayes(1977) and Bereiter and Scardamalia (1987). It was in the beginning of late 1970s Flower and Hayes (1977,1980a, 1980b, 1981a, 1981b, 1984) developed a cognitive model of the writing process which remained influential for 15 years in composition research . The theory of writing process that emerges are:

1. composing processes are interactive, intermingling, and potentially simultaneous
2. composing in a goal directed activity
3. Expert writer compose differently than novice writers.

Flower and Hayes (1981) in a new cognitive process model of composing process try to observe writers employ various processes in the act of composition. They conclude that writers use a combination of cognitive processes, which come to the foreground when and as needed. Further, they suggest that there is a hierarchical structure to these processes and that varied, changing levels of goals are key aspects of the writing process. Flower and Hayes believe their cognitive process theory of writing

demonstrates that the act of creation is fed and sustained by the ever-changing imagination, art, and goals of the writer. A cognitive process theory of writing represents a major departure from the traditional paradigm of stages of a written product to the stages organized in a linear sequence or structure. The model presents composing processes of a writer into three major component 'task environment' which include rhetorical problems and the text produced by a writer (the rhetorical problem address the topic, audience and assignment and production of text leads to the formal construction of meaning, the reader and writer's relation), 'composing processes' involve planning, translating and reviewing, these three are controlled by a 'monitor'. And the third component is 'writer's long term memory' which involves generating ideas, organizing information and setting goals (Grabe and Kaplan, 1996:114). This model intends to reflect upon the writing problems which a writer could face during the composing process. It can be praised for it has raised a new range of issues for public debate, understanding of recursion in writing. It has brought a notion of interaction among processes in parallel and has opened gates for writing research to more explicit claims and defined research methods. Since the introduction the flower and Hayes (1981) model of writing processes has been subjected to many criticism. They are:

1. Writers are not likely to be uniform with respect to their processing preferences and cognitive abilities.
2. it was further criticized for being too vague to satisfy criteria for formal model building. For example there is virtually no explanation of how the text , material might be constructed ad what linguistic constraint might be imposed on this construction
3. it fails to provide a valid evidence to the theory of writing process.

Bereiter and Scardamalia (1987) pointed out that single processing model is not enough for different developmental stages of writing. Different writers require different writing processes. They proposed a model that helps in understanding of what writers do when they write and why different writers write in a different way (Grabe and Kaplan, 1996: 94).

1. *The Knowledge Telling Model*: This model is simple and provides adequate support to less skilled writer or for the beginner writers. The task in this model is relatively less complex. In order to be successful, children and less

skilled writer start composing with relatively uncomplicated writing task.

The main purpose is to tell what they have understood .

2. *The Knowledge Transforming Model:* This model present writing with reflection on the complexity of the task and that leads the writer to find appropriate way to handle the complexities.

This model was criticized as the knowledge telling model which does not take into account the 'task complexity'. This complexity was required in advance writing for academic purposes and in the second model it is not clear when the writer departs from knowledge telling to knowledge transforming and when and how transforming stage develops (Ibid).

The process approach to teaching writing emphasizes the writer as an independent producer of the texts so that teachers allow their students time and opportunity to develop students 'abilities to plan, define a rhetorical problem and propose solution for the problem (Hyland, 2003). The main advantage of process approach is that it understands the importance of the skills involved in writing and recognize what the learners bring to the writing which actually classroom contribute to the development of the learners writing ability.

#### **Disadvantages of Process Approach**

It is been criticized that all writing produced undergo the same set of processes. It do not give sufficient space for the learner to learn writing, as learners role are largely passive (Badger and White, 2000). It is also questionable whether the process approach prepare students for the demands of writing in academic contexts or not (Horowitz,1986a cited in Paltridge,2005) it offers insufficient input particularly in terms of linguistic knowledge to write successfully (Bader & White, 2000) . Horowitz (1986) also raises criticism saying that process- oriented approach fails to prepare students for at least one essential type of academic writing. Overuse of peer evaluation leave students in unrealistic view of their abilities ( Kim and Kím ,2005).

#### **3.3 Genre Based Approach**

Genre approach gained considerable attention in the area of language teaching since the mid-1980s (Henry & Roseberry, 1998).The genre approach to teaching writing as emphasizes the use of particular genre that students need for later social communicative success. Richards et al (1985) define genre as a 'particular class of speech event which has certain features common to that particular event'. Genre

based approach is regarded as an important concept in the professional communication members of individual professions or discourse communities share common purposes of communication and genre (Swales, 1990; Flowerdew 1993). Genre approach as the name suggests, concentrates on teaching particular genres, such as, sales letters, research reports, research article (Flowerdew, 1993:307) that serves certain communicative purpose to perform in specific social context, settings and situations in which it has to be produced (Badger & White, 2000). It focuses on the language and discourse features of the text as well as the context in which it is to be produced. The imparting of genre based knowledge 'involves increasing awareness of the conventions of writing and teaching students to produce texts that, by following the conventions, appear well-formed and suitably structured to native-speaker readers' (Dudley-Evans, 2005:182). Genres in a Mitchell (1957/75 cited in Flowerdew, 1993: 307) conducted one of the earliest research in genre analysis. The study proposed the following elements in a genre of shop transactions:

1. salutation
2. enquiry as object of sale
3. investigation of the object of sale.
4. bargaining
5. conclusion

Bhatia (1991) identified the following seven moves for the genre of sales letter.

1. establishing credentials
2. introducing the offer
3. offering incentives a. offering the product service, essential detailing of the offer, indicating value of the offer.
4. referring to enclosed document.
5. inviting further communication
6. using pressure tactics
7. ending politely.

Writing in genre based approach is also influenced by other features of the situation such as subject matter, relationship between writer and audience and the pattern of organization. The writing in this approach aims to integrate knowledge of particular genre to its communicative purpose and thus helps the learners to produce an appropriate actual writing in their real life outside the classrooms (Tangpermpoon, 2008). It also differently called as the 'English for academic purposes' (Silva,



1993:16-17) and English for specific purposes' (Dudley-Evans,1997:151-52) as it mainly determine 'the generic structures' and 'linguistic features' of academic genres that have resulted in teaching of EAP or ESP (Henry and Roseberry 1998).

Genre analysis is particularly useful for students. According to Badger and White (2000:155) in terms of writing development there are three different stages in genre approach to writing, first a model of particular genre is produced and analyzed. Second, the learners are exposed to certain examples they have to produce in order to manipulate relevant features and form of language. Final, an independent text is constructed by the learner. According to Badger and White(2000) , writing in the genre based approach is regarded as an extension of the product oriented approach since learners use variety of writing patterns or more specifically genres for instance that is bussiness letter, writing a report etc. This, genre specific wrting can be considered as a way to help the learner to learn the writing in their real life outside the classroom.

Badger and White (2000) brings forth both the positive and negative aspect of genre approach. One of the most positive aspect of genre approach is that the writing in genre based approach takes place in social situation and is a reflection of particular purpose.

### **Criticism of Genre Based Approach**

Genre approach in some ways is considered as an extension of product approach, as it keep focus on linguistic feature in writing. Like product and process approach it is criticized, due to the following reasons:

1. It sees learners as largely passive (Badger and White, 2000). By focusing more on the reader than the writer and focuses on those conventions of writing that is more accepted for a readership (Kim and Kim, 2005:5).
2. Its narrow focus on language and text and its lack of attention to the instructional and disciplinary contexts in which texts are constructed (Kamler 1995: 9).
3. It was believed that genre approach takes the writing teacher beyond the basic responsibility of introducing students to the 'processes' of writing into disciplinary concerns that should be handled by the subject teacher (Dudley-Evans, 1995).

4. The concentration on a limited number of classroom genres may have unfortunate educational consequences by privileging certain stereotypic genres that are debilitating in terms of making meanings (Dixon, 1982 cited in Dudley-Evans, 1995: 183) and prevent the development of an awareness of alternative forms.
5. Widdowson (1983 cited in Dudley-Evans, 1995: 183) has warned of the dangers of implying a necessarily strong relationship between form and function in teaching writing on the basis of moves.
6. Bazerman (1988 cited in Dudley-Evans, 1995:183) have suggested that the initial work on moves in genre analysis suffers from not having considered the disciplinary environment in which academic writing takes place and which has a major influence on the nature and form of the communication.
7. Prior (1995 cited in Dudley-Evans, 1995:183) is critical of the tendency of genre analysts to concentrate exclusively on the text and to neglect the ongoing discussions between faculty and students that both frame and influence the nature of the actual writing carried out.

### **3.4 Process –Genre Approach**

The limitation of the process and genre approaches have given rise to a new approach towards writing which incorporate all the essential elements of the two approaches process and genre. The model of process- genre approach is described in terms development of writing and view of writing (Badger and White, 2000), rather than focusing on the end product, or just specifying a variety of genre. This approach is different from genre- based approach in that genre analysis focuses on the language used in a particular text, process –genre approach considers the processes by which a learner can produce a particular text. He discusses the process involved in idea of writing for process genre approach, as:

- a) Knowledge about language (as in product and genre approaches)
- b) Purpose of writing (as in genre approach)
- c) Skills in using language (as in process approaches)
- d) Development in writing by the learner (as in process approach)
- e) Providing input to which learners' respond (as in product and genre approaches (ibid)).

The Writing teacher need to understand first the situation very closely and then provide sufficient support for learners to identify the purposes as well as the social context in which writing is done. His model for process genre can be explained well with the help of an example cited in Badger and White(2000: 158) when description is to sell house (purpose), it must appeal to ceratin group (tenor), include ceratin information (field), and last the ways in which house descriptions are presented. Such practices in writing will increase students chance to enjoy the creativity of writing and to become independent writers (as in process approach), but also make them to understand the linguistic features of each genre and emphasize the discourse value of the structure they are using (as in genre approach). Different genres require different kind of knowledge and different sets of writing skills. All the learners have different stages of writing development and therefore development of writing will vary in different groups of learners (ibid).

### **3.5 Social Context Approach**

Social context approach to writing emerges at the beginning of 1980s. The socially oriented views of writing were influenced by the number of other sources like, sociolinguistics, discourse studies, rhetoric, anthropology and ethnography. It is argued that writing can only be understood within its social context (Faigley 1986, Grape and Kaplan 1996). The idea that was put forward by the social perspective of writing was that writing is a social phenomenon. It is because of this social perspective that writing can be viewed as communicative act that involves production of text and use of different linguistic codes in culturally defined communicative context. The social view emphasizes that a writer participate in a social interaction with a reader in a social community (Faigley, 1985). Ethnography plays an important role in emphasizing and observing the reality and collecting the real data in social context (*Op. cit*).

### **3.6 Ethnographical Approach**

The term ethnography is well defined as ‘the study of people’s behavior in naturally occurring, ongoing setting with a focus on the cultural interpretation of behaviour’ (Watson-Gageo, 1988:576). It is a systematic process through which models of different cultures or subcultures are observed, described and analyzed. There is no explicit definition of ethnography as it is often confused with more- or less related concepts

such as, 'qualitative research, case studies, naturalistic enquiry, microethnography, interpretative research, ethnography of communication, participant observation, thick description and analytical induction' (Ramanathan & Atkinson, 1999:46). Watson –Gageo (1988) proposes six principles underlying ethnographic work:

The first principle is that the ethnographic research, while it inevitably studies the experience of the individuals and their personal reflections on it, focusing on the individual behaviour. The ethnographic focus on the individual behaviour is treated as representative of a group.

Watson-Gageo's second principle says that ethnography is holistic, in the system that in all aspect the culture and behaviour has to be described and explained in relation to a whole system in of which it is a part. She explained it further by giving an example. In a teacher student interaction occurring in a lesson on conversation, for complete account of teacher is recorded. Each investigated theory has to be understood in its own terms.

Another, principle of Watson –Gageo concern is with *emic-etic* principle. There is agreement in the educational ethnographic literature that the major goal of ethnography is to gain cultural member's own or *emic* perspective, *emic* analysis once attained can be extended ethically to make 'cross culture or cross setting comparison. They are based on the use of frameworks, concepts and categories are potentially useful for comparative research across languages, settings and culture.

Its fifth principle is an extension of its idea of earlier point is that ethnography by its nature is comparative. Watson-Gageo suggests that the idea of ethnographic comparability or generalization is abstract. She further explains: whereas it is not possible to compare two specific culture, to a more general level commonalities occur. Borrowing Watson- Gageo's example also (cited in Ramanathan and Atkinson, 1999) such abstract commonalities might allow to predict the existence of one educationally significant ingenious speech event.

The sixth principle language socialization presumes that language is learnt primarily through social interaction with other, more experienced, cultural members. The underlying assumption that language learning represents a product of cultural experience is clearly operational in most ethnographically oriented studies of L2 writing.

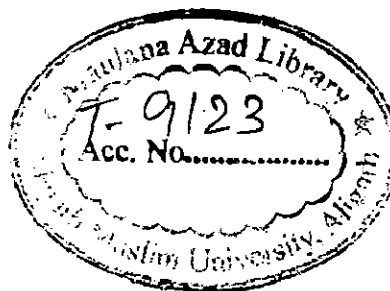
The ethnographer's goal is 'to provide a description and an interpretive-explanatory account of what people do in a setting (such as classroom, neighbourhood or

community), the outcome of their interactions , and the way they understand what they are doing' (ibid). The significant contribution of the ethnographic perspective lies in its emphases to observe reality and collecting real data in a social context. The ethnography applied to educational contexts and literary instruction.

- a) recognizes and studies in social context in which language occurs
- b) assumes that different language uses occur in different contexts and languages
- c) attempts to interpret the uses of different languages in their contexts (Grabe and Kaplan,1996).

The uses of ethnography in ESL context reflected by Watson-Gageo in addressing some of the issues in theory and practice . Second language teaching occurs in a wide spectrum of institutional contexts ethnographic methods offer an approach for systematically documenting teaching interactions in rich contextualized detail with the aim of developing the theory generated from the data . it even allows for identifying how teaching develop and change overtime in a given setting. It even addresses a very important issue in second language teaching and learning and that is culture. With regard to culture and teaching the ethnography studies how the role of a teacher is defined and enacted in various societies. Another important issue raised in this regard is that 'ethnography alerts to the fact that many schemata are culturally based and capable of study through ethnographic means' (ibid:586). Another important contribution ethnography can make in ESL make is its focus on societal and institutional context.

As an importance of ethnographical research teachers can involve their students in doing ethnographic work in their own communities and can use the materials for students develop through observations and interviews as a basis of learning writing skills.



## **CHAPTER IV**

### **RESEARCH METHODOLOGY**

#### **4. Introduction**

This chapter discusses in detail the research method that has been adopted in the pilot study<sup>7</sup> followed by research design employed on the target samples. The first section of the chapter begins with the brief discussion on a large scale pilot study and research method employed. This section follows with modifications made in the pilot study with a view to designing the research framework for the target sample.

#### **4.1 Pilot Study**

##### **4.1.1 Participants of the Pilot Study**

###### **4.1.1.1 Students**

The data of the pilot study was derived from a selected survey of 244 ESL undergraduates of AMU studying Compulsory English course at first and second year during the academic year 2008-2009. The five faculties selected for the data collection were Arts, Social Science, Commerce, Science and Life Science. Among 471 students, 226 were female and 245 were male students. Of these, 471 students, 244 students (113 female and 131 male) responded to the questionnaire correctly and were selected for the pilot study. The overall return rate for the selected samples was 51.8%.

###### **4.1.1.2 Teachers**

Total eleven teachers teaching Compulsory English at AMU were selected for the pilot survey.

##### **4.1.2 Instruments used in Pilot Study**

The pilot study used two major instruments:

###### **4.1.2.1 Student's Questionnaire**

The student's questionnaire (Appendix I) was divided into three sections, including the information about the student's name, class, main subject and their mother tongue.

Section I and II includes closed- ended questions and section III consists of open ended questions. The content of the pilot study questionnaire were as follows:

**Section I:** Section one of the questionnaire contained four items (1-4). In the first question, students rated the importance of English language skills (listening, speaking, reading, writing) on a 4 point scale from 1 'most important' to 4 'least important'. The second item, seek information on the learner's requirement of writing skill, using 4 point scale from 1 'most important' to 4 'least important'. Item three, elicits information regarding the difficult sub skills in writing (grammar, vocabulary, organization and sentence construction) on a 4 point scale where 1 - 'most difficult' 2 - 'difficult' 3 - 'less difficult' and 4 'least difficult'. Item four, used a five point scale from 1 'most difficult' 2 - 'difficult' 3 - moderate 4 'less difficult' and 5 'least difficult' in order to rate the genres of writing based on difficulty level taught to first and second year students in the Compulsory English . This item consists of two columns containing the list of writing genres taught to undergraduate students at Compulsory English both at first and second year. Column I contains list of genres (i.e. note taking, note making, summarizing, précis writing, descriptions: describing, places, self and others, a day or a journey, writing an application and writing a curriculum vitae) taught at first year level and column II contains list of genres (linking devices, paragraph writing, giving instructions and directions, writing processes and future plans, writing letters: thanks, condolence, regret, invitation), reporting events, composition (speech , reports) and essay writing taught at second year level.

**Section II:** This section was designed on a five-point Likert scale ranging from 'Strongly disagree' to 'Strongly agree' with values 1-5 assigned to each alternative. It represented 25 statements to determine the learners' writing needs. These 25 statements were as follows:

**Table 2. Variables Used in Pilot Survey Questionnaires**

Statements	Variables	Items
<p>Writing skill is useful for my future career.</p> <p>Writing will help me to learn other subjects well.</p> <p>Writing can help me to secure good marks.</p> <p>I write regularly to improve my writing.</p> <p>I write only for examination answer</p>	Motivation in writing	1,2,3,4,6
<p>Writing skill is useful for my future career.</p> <p>Writing will help me to learn other subjects well.</p> <p>Writing can help me to secure good marks.</p> <p>I write only for examination answer</p>	Functional utility of writing	1,2,3,6
<p>I need to practice the activities on writing skills given in the compulsory English sheets.</p> <p>I practice activities carefully at the end of each unit in the compulsory English sheets.</p> <p>The activities in the compulsory English sheets are sufficient to improve my writing skills.</p>	Attitude to writing syllabus	7,8,9
<p>I am satisfied with my writing.</p> <p>I am worried about my mistakes in writing</p>	Self assessment in writing	5,13
<p>I frequently make grammatical errors in writing.</p> <p>I cannot write meaningful sentences.</p> <p>I do not get enough time to practice writing in class.</p> <p>It takes me a lot of time to write even a short sentence.</p> <p>Writing long sentences is very difficult.</p> <p>Writing helps me to improve my grammar.</p> <p>Writing helps me to improve my vocabulary.</p>	Areas of difficulty in Writing	10,12,15,16,17,8,19,20



I want to improve my sentence construction	Cognitive approach to Writing	14,21,22,23,24,25
I plan my writing before I begin. I find it difficult to start the writing activity. I revise my writing. I make a rough draft before writing the final version. I need to organize my writing work.		

Items 11,12,18,17 and 22 (See appendix I) are negative statements and the values assigned to their alternatives were reserved. Negative statements got the values of 5 instead of 1 for 'strongly disagree' and values of 1 instead of 5 for 'strongly agree'. For analytical purposes the value, 'strongly agree' and 'agree' are summed together and also 'strongly disagree' and 'disagree' are summed together.

**Section III:** It consisted of 4 open - ended questions, which was used as a performance test for assessing the student's performance in writing (See description below in section 4.1.2.2).

#### 4.1.2.2 Writing Performance Test

The section III of the pilot study questionnaire (See appendix I) was used as a performance test for assessing the students' performance in written English. The students writing performance was determined by assessing their open- ended responses on the four questions which are as follows: 'What do you think about your written English? Is it good or poor? Give your opinion?', 'How your writing will help you in your future or professional career?', 'How Compulsory English course help you to improve your writing skills? 'What are the difficulties you face in writing?'. The open-ended answers to the questions on students' questionnaire were scored by two senior ELT teachers. Each question carried maximum total score of 20 points: 6 for content, 4 for organization, 4 for vocabulary, 5 for grammar and 1 for mechanics. The range of marks the students scored were categorized as follows: 10-20%, 20-30%, 30-40%, 40-50%, 50-60%, 60-70%, 70-80%, 80-90%, 90-100% (Please see the marks of 50 randomly selected scripts<sup>8</sup>).

#### **4.1.2.3 Semi Structured Interview Schedule**

The semi- structured interview was conducted on the teachers teaching compulsory English to the undergraduates at AMU, to elicit their perceptions of the students' writing performance and also the suitability of the Compulsory English writing course offered to the undergraduate students at AMU. The questions that were asked in teachers interview schedule were : 'What type of writing activities would be useful to your students?', 'Do you think the time devoted to teach writing skills in the Compulsory English course is sufficient?', 'What are the problems you face in teaching writing skills in large classrooms?', 'How far do you think activities on writing skills in English sheets are useful for heterogeneous group of learners?', 'What would you like to do more on writing skills to improve your writing?' and 'Do you think that there is a need to revise and update the Compulsory English materials on writing skills in the light of the needs of the learners? How?'.

#### **4.1.3 Procedure for Conducting Pilot Survey**

In the first phase of the study, pilot survey questionnaire was sent out to the students in 20 Compulsory English classes of Arts, Social Science, Commerce, Science and Life Science faculties. The time given to finish the questionnaire was 55 minutes. The classroom teacher explained the questionnaire to the students. After the completion of the questionnaire, the questionnaire was handed over to the researcher.

In the second phase of the study 11 teachers teaching Compulsory English were interviewed using semi- structured interview. It ran parallel to the students pilot study questionnaire. 8 out of 11 teachers responded to the semi structured interview schedule.

In the last phase of the study 50 randomly picked samples of students' questionnaire were given to two experienced ELT teachers for assessing their writing performance.

#### **4.1.4 Results on Pilot Survey**

For the purpose of analysis, the 13.00, SPSS version was used with the results. Analysis of data included frequencies, means, standard deviation, Pearson's coefficient correlation, and reliability through the Cronbach's alpha reliability.

Pearson product moment correlation was used to analyze the items of the pilot survey questionnaire. It showed items 6, 11, 16 and 17 (See appendix I) as insignificant items. These insignificant items were replaced by new item. To determine the

reliability of the test, Cronbach's alpha reliability was used. Cronbach's alpha reliability was found to be (.66) which was highly significant.

#### **4.1.5 Modifications based on Pilot Study**

1. Twenty five statements used to determine the learners writing needs are representative of 6 different variables used in the pilot study. These statements were repeatedly used for many variables (See table 2).
2. Content is deleted in favour of sentence construction since this featured as a perennial source of writing difficulties.
3. Mechanics is not seen as a problematic area compared to the other areas of concern.
4. The insignificant items (items 6, 11, 16 and 17) in section III of pilot study questionnaire (See appendix I) were replaced by new modified items for the 'Writing needs analysis questionnaire'.

#### **4.1.6 Significance of the Pilot Survey**

The results of the pilot study had important implications for improvising the research methodology. The students were assessed on the following pilot survey questions, such as, what do you think about your written English? How will your writing help you in your future or professional career? How will compulsory English course help you to improve your writing skills? What are the difficulties or problems faced by you in writing? The response was seen in terms of the writing scores representing 50 randomly picked samples. Their writing scores reflecting majority of students performing poorly in writing skills (See note 8). The nature of the response to open ended were limited in scope whereas assessment of writing data did not give a clear picture that would represent the students writing performance. Hence, this led the researcher to conduct a separate direct assessment test for the students to assess their performance in writing.

### **4.2 Present Study**

#### **4.2.1 Research Samples**

##### **4.2.1.1 Students**

The study was undertaken at the end of the academic year of 2008-2009. The subjects of the study were 227 undergraduates from first and second year of 3-year degree programme at AMU. First year made upto 57.2% of the sample and second year was

42.7% of the survey sample. These students represented five faculties and 24 courses of study. The faculty of Arts consists of eight Departments for the study: English, Communicative English, Hindi, Urdu, Arabic, Sanskrit, Persian and Philosophy. Social Science faculty included Education, Political Science, Islamic Studies, Sociology and Economics Department in the study. The students with the combination of subjects like Computer Maintenance and Information Technology, Chemistry, Mathematics, Statistics and Operational Research, Geography and Geology were from Science faculty. Life Science faculty included three departments, Botany, Zoology and Biochemistry. The 5 faculties which these student groups represented were in the following proportions: 24.6% students from faculty of Arts, 26.8% students from Social Science faculty, 21.1% students from Commerce faculty, 16.7% students from faculty of Science, and 10.5% students were surveyed from the faculty of Life Science. Within the sample population, the majority of students enter the college after learning English for almost more than 15 years. A brief demographical profile of the surveyed students is discussed in chapter V (See table 7).

#### **4.2.1.2 Teachers**

Eleven teachers from the Department of English at AMU were interviewed. All the teachers included in the study had a PhD degree in either English Literature or English Language Teaching and has been appointed as Assistant Professors, Associate Professor or Guest faculty by Aligarh Muslim University. The years of their teaching experience varied from 2-15 years.

#### **4.2.2 Research Instruments**

##### **4.2.2.1 Writing Needs Analysis Questionnaire**

###### **4.2.2.1.1 Design of the Writing Needs Analysis Questionnaire**

The final version of the questionnaire is based on the objectives of the present study (See section 1.5) and the modifications based on the pilot study (See section 4.1.5).

The 'Writing Needs Analysis Questionnaire' was a close-ended questionnaire. It consisted of three sections designed to identify the students' perception regarding their English language needs, perception regarding their writing skill and statements representing student's perception for motivation in writing, functional utility in writing, self-assessment in writing, cognitive aspect in writing, difficult areas in writing and perception of genre- based ability in writing. Some demographic

questions were also included to obtain a profile of the survey student population (See appendix II).

**Background information:** The questionnaire first listed information of the surveyed student population like their discipline, age, gender, home town and their mother tongue. The ranges of marks scored in the last exam in English course were also included. It was believed that the information obtained can be viewed as unbiased and reliable as the respondents' did not mention their names. It was made clear to them that the data was to be used for research purposes only and that all responses would be held confidential. Only the respondents' enrollment number was used as a code for identification, matching and sorting of sampling tools for the study.

**Section I:** consisted of five items. It was designed to identify the students' perception of their English language needs.

Questions 1-5 were designed to obtain the information to know the numbers of year's learners were exposed to English language (item 1), the efforts made by learners to learn English language (item 2), the frequency of their use of English language (item 3) and the situations in which they learn English language (item 4). Items 1, 2 and 3 were multiple choice items. In item 2 and item 3, the students were given the chance to select more than one option of all the responses. In item 5, the respondents were asked to rank from 1 'least important' to 4 'most important' to rate the importance of each of the four language skills i.e. listening, speaking, reading and writing.

**Section II:** consisted of 8 items (items 6-13). This section elicited the perceptions of learners' regarding writing skill.

Using a five point scale: 1 'once in a while/rarely', 2 'a few times a month', 3 'a few times a week', 4 'nearly every day' and 5 'daily' in item 6, the respondents were asked, how frequently they use the following English writing genres i.e. personal letter, letter of application, a paragraph, a report, an article and an essay. In item 7, the students were asked to rate the four reasons as to why they need to learn writing. In order to respond to this item, 4 options were provided in the questionnaire. Each of the option was rated on 5 point scale from 1 'unimportant' to 5 'extremely important' while 3 meant 'moderate'. In Item 8, the respondents were asked to rate how strong the students were in 4 major sub-skills (grammar, vocabulary, organization and

sentence construction) in writing. Item 9 asked the respondents to rate how weak they were in these sub-skills in writing. The five-point Likert scale was used to rate the students' perception in these four writing sub-skills (grammar, vocabulary, organization and sentence construction) from 5 'excellent' to 1 'very poor'. The high values (5 'excellent' and 4 'good') in item 8 interpreted students' high perception and low values (2 'poor' and 1 'very poor') interpreted as having low perception of their writing performance. Inversely, the high values (5 'very poor' and 4 'poor') in item 9, as having low perception and low values (1 'excellent' and 2 'good') as having high perception in their writing performance. 3 remained 'moderate'.

Item 10, 11, 12 and 13 of section II elicited students' perceptions of the appropriateness of the compulsory English writing syllabus. Items 10, 11, 12 and 13 on the questionnaire consisted of the list of several writing genres offered at first and second year compulsory English writing syllabus, in two different columns (See appendix III). In column I, the list of eight genres (note taking, note making, summarizing, précis writing, describing places, self and others, paragraph writing, writing a letter and writing a curriculum vitae) which was offered to first year students were listed. Column II listed six genres (paragraph writing, answering comprehension questions, giving instructions /directions etc, writing process, report writing and essay writing) from second year syllabus. Column II was ranked by the students of second year only. First year students were not asked to rate column II since they have not yet taken the second year Compulsory English subject. Column I was ranked by second year students because they had already taken the compulsory English during their first year.

In item 10, the students were asked to rank each writing genre listed in both the column I and II on the basis of difficulty on a 5 point Likert-scale, where 1 is 'least difficult', 2 'less difficult', 3 'moderate', 4 'difficult' and 5 'most difficult'. Item 11 aimed at identifying the usefulness of the writing genres in the compulsory English course with regard to students' English writing needs. A five-point Likert scale was ranged from 1 'not useful' to 5 'very useful', while 3 remained moderate. Item 12 asked the students to rank each writing genre in terms of interest from 1 'least interesting' to 5 'most interesting', 3 'remained moderate'. Item 14 asked the students to rate their expected level of confidence they reach by the end of the year in

writing the genres mentioned above. The 5 point scale ranged from 1 'least confident' to 5 'very confident' while 3 was kept as 'moderate'.

**Section III:** This section of the questionnaire consisted of 24 items representing six variables (See table 3).

**Table 3. Variables Used in Writing Needs Analysis Questionnaire**

Statements	Variables	Items
1.I am interested in writing 2.I want to improve my sentence construction 3. Writing helps me to secure good marks.	Motivation in writing:	Items 2,9,11=3
4. Writing will help me to improve my overall communication skills. 5. Writing will help me to learn other subjects well. 6. Writing prepares me for my future career.	Functional Utility in writing	Item 1,4,18=3
7. I plan my writing before I begin 8. I write regularly to improve my writing. 9. I revise my writing. 10. I share my writing to seek advice. 11. I need the help of the teachers in practicing writing skills.	Cognitive aspect in writing	Items 6,7,10,14,16=5
12. I need a through training in writing. 13. I am satisfied with my writing performance. 14. I can write meaningful sentences.	Self-assessment in writing	Items 3,5,12=3
15.I find it difficult to start the writing activity 16. I face difficulty in grammar in writing. 17. I find organizing ideas a difficult process. 18. I face problems at the level of vocabulary.	Difficulty level in writing	Items 8,13,15,17=4
19. I am able to write a report in English 20. I am able to write job applications in English. 21. I am able to summarize the given information. 22. I am able to write a personal letter. 23. I am able to write an essay. 24. I am able to make notes in English.	Genre based abilities in writing	Items 19,20,21,22,23,24=6

The statements for different variables on section II of the questionnaire (See appendix II) were categorized into six variables. The students were asked to rate the statements described above in table 3 using a five -point scale. They were assigned a coding

system (five-point scale) in which response options ranged as follows: 1 'Strongly disagree' 2 'Disagree' 3 'Moderate' 4 'Agree' and 5 'Strongly agree'. Items 15, 16, 17 and 18 (See appendix II) were negative statements and the values assigned to them were reversed. Negative statements got the values of 5 instead of 1 for 'strongly disagree' and value of 1 instead of 5 for 'strongly agree'.

#### **4.2.2.1.2 Face and Content Validity of the Questionnaire**

The aim of the writing needs analysis questionnaire was to gain information on the learners' writing needs. The questionnaire when administered for the pilot survey indicated that the items on the questionnaire were related to the exposure of language use, self-rating, performance in writing, opportunities for using writing, difficulties in writing, usefulness of writing, interest in writing as well as their cognitive and social behaviour in writing to give a clear, understandable and comprehensive picture of needs analysis. The teachers when consulted for the review on the items of the questionnaire gave a clearer picture of the questionnaire representing the writing needs of the students.

#### **4.2.2.1.3 Reliability of the Questionnaire**

The result of Cronbach's alpha reliability test for the present study 'Writing Needs Analysis Questionnaire' was found to be highly significant, which is (.63).

#### **4.2.2.2 Writing Performance Test**

Writing performance test (See appendix III) was developed by the researcher with the help of two experienced teachers. It was specifically developed to measure the students writing performance in English by means of students' writing samples. Writing performance test had two separately timed 30 minutes and 20 minutes sections: 30 multiple choice questions and a writing task. The combined information from indirect and direct assessment test provided the information about students understanding of different writing components i.e. grammar, vocabulary, organization and sentence construction and their performance in producing a direct sample of writing. The specification of the writing performance test is being discussed in table 4 given below:



**Table 4 .Design of Writing Performance Test**

<b>Writing Performance Test</b>			
<b>Test Name</b>	Performance Test: Writing a) Indirect Assessment Test    b) Direct Assessment Test		
<b>Time</b>	50 minutes: divided into two sections of 30 minutes and 20 minutes		
<b>Number of questions</b>	30 multiple choice questions (Q25 consisted of five parts i-v), 1 informal letter writing		
<b>Format</b>	a) Multiple choice questions involving sub-skills: grammar, vocabulary and organization.		
	Content categories	Item Number in each category	Appropriate number of questions
	1.Grammar	1,2,4,5,6,7,8,9,11,12,13,14,	20
	2.Vocabulary	15,16,18,21,22,23,24,28	5
	3.Organization	3,10,17,20	10
		19, 25 i,ii,iii,iv,v,26,27,29,30	
b) Writing Informal letter (framed prompt) as a basis for a writing sample.			

**4.2.2.2.1 Description of Indirect Assessment Test**

The indirect assessment test (section A, appendix III) consisted of 30 multiple choice items. It consists of items measuring five components/ sub-skills in writing: grammar (20 items), vocabulary (5 items) and organization of sentences (10 items). All items are in four choice format. In item 2 and 4 more than 1 option out of 4 has to be selected. The grammar section contains 20 items. The vocabulary section consists of 4 items (Item 3, 10, 17 and 20). The format for the vocabulary items is same as that of grammar items except item 20. In item 20, the test takers were asked to choose the synonym of the word as well as were asked to provide one more synonym of the same word. The items on organization of sentences includes, item 19, 25 (i, ii, iii, iv and v), 26, 27 29 and 30. Item 25 consists of five items to answer.

Representative descriptions of topics covered in each category for writing performance test are provided below:

- Grammar
  - Noun
  - Pronoun
  - Verb

- Adjective
- Adverb
- Conjunction
- Tense
- Passivization
- Linkers
- Vocabulary
  - Identifying the Synonym
  - Appropriateness of word
  - Guessing the meaning of word in context
- Organization
  - Coherence
  - Sentence variation
  - Word order
  - Sentence construction
- Informal Letter Writing
  - Write an informal letter based on framed prompt so that it can be appropriate for the students of all levels.
  - Construct correct sentences that are free of grammatical errors in standard written English.
  - make use of appropriate vocabulary in the sentences.
  - To demonstrate the ability to construct the variety of sentences logically.
  - Organize and develop sentences logically, making clear connection between them, to make a complete text.

#### **4.2.2.2.1.1 Scoring on Indirect Assessment Test**

A scoring list mentioning each multiple choice options with an answer key for each individual student was maintained. The students with correct responses were given 1 as a score and were marked 0 for incorrect or unanswered responses. The students received the score individually for each component (grammar, vocabulary, organization) in writing.

#### **4.2.2.2.2 Description of Direct Assessment Test**

The brief description of direct assessment test is as follows:

##### **Type of Task**

An informal letter was being used as a type of writing task for the assessment of students on writing sample. The students' were asked to write a framed prompt directed single draft of around 100 words in 20 minute time period.

*Imagine that you and your best friend are planning a holiday trip to a hill station. Using the information given below, write a letter to your father explaining your plan.*

The framed prompt was as follows:

*Where would you go? How would you book your tickets? Your mode of transport? Where would you stay (at a hotel, guest house, or relative's house)?*

##### **4.2.2.2.2.1 Analytical Scoring of Direct Assessment Test**

Direct assessment test used an analytical scoring to assess the students' writing samples. It described the level of performance in each of the scoring category by separating and weighing the individual on each component: grammar, vocabulary, organization and sentence construction by assigning the numerical value shown in the analytical scoring rubric below in table 5.

**Table 5. Analytical Scoring Rubrics for Writing Assessment Test**

CONTENT	SCORE LEVEL	CRITERIA
GRAMMAR	9-10	Almost no grammatical inaccuracies. Strong command of language is apparent and meaning is clear throughout the response.
	7-8	Though there may be a few grammatical inaccuracies, despite good command of language is apparent and meaning is usually clear
	5-6	Some grammatical inaccuracies. Meaning is usually clear and language use is competent.
	3-4	Frequent inaccuracies in grammar. Command of language is uneven and meaning is not conveyed.
	0-2	Almost all grammatical patterns are often inaccurate. The response demonstrates minimal command of language.
VOCABULARY	9-10	Almost no inadequacies in vocabulary for the task. Only rare inappropriacies.
	7-8	Some inadequacies in vocabulary for the task. Perhaps some lexical inappropriacies.
	5-6	Student frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.
	3-4	Frequent inadequacies in vocabulary for the task, limited vocabulary use; comprehension quite unclear.
	0-2	Vocabulary limitations so extreme as to make conversation virtually impossible.
ORGANIZATION	9-10	A well designed progression and pattern of ideas which is maintained throughout the response. Organizational skills adequately controlled.
	7-8	An organizational structure is evident and competently supports the writer's central focus and the clarity of ideas. Usually convey relationships among ideas.
	5-6	The response uses a basic or uneven organizational structure that sometimes supports the clarity of ideas
	3-4	An attempt to create central focus and put ideas together but the idea are unclear.
	0-2	No apparent organization. There may be an attempt to group the ideas together but the main focus is unclear.
SENTENCE CONSTRUCTION	9-10	Sentences are consistently well controlled with effective variety in structure. Word choice is sophisticated, precise, and effectively conveys the writer's ideas throughout the response.
	7-8	Most sentences demonstrate the competent control and there is little structural variety to support the clarity of ideas. Word choice is somewhat general but clearly conveys meaning.
	5-6	Sentence control is uneven but there is some structural variety to support the clarity of ideas. Word choice is simple but usually clear enough to convey meaning.
	3-4	Sentence control is weak and there is if any sentence variety to support clarity. Word choice is simple and sometimes meaning is not clear.
	0-2	Sentences demonstrate minimal or no control Word choice is often unclear and obscure meaning.

An attempt has been made to develop a rubric for measuring the students' writing performance of the target population keeping in view with the rubrics provided by Jacob's et al (1981) scoring profile, TEEP attribute writing scales (Weir,1990), Michigan writing assessment scoring guide (Hamp-Lyons, 1991) and writing assessment analytical scoring rubric from CATW- information of students (2010).

Analytical rubric was based on a scale of 0-40 with each writing component namely grammar, vocabulary, organization and sentence construction, receiving a portion of the 10 points each. The analytical scoring based on possible total of 40 points was weighted accordingly:

Grammar	10 points
Vocabulary	10 points
Organization	10 points
Sentence construction:	10 points

Scoring rubrics described levels of performance in each of the scoring categories. The five scoring categories for each category is as follows:

Excellent: 9-10 points

Good: 7-8 points

Average: 5-6 points

Poor: 3-4 points

Very Poor: 0-2 points

#### **4.2.2.2.2 Face Validity of Direct Assessment Test**

An effort has been made to restrict the various aspects of direct writing samples in terms of genre, choice of topic and format. The informal letter genre was assessed as a writing task. Informal letter writing as a genre was chosen for direct assessment test because it is the most common and familiar format for ESL learners and the task assess the writing quality in terms of what it claims to measure. Even for novice writers content generalization was easy and predictable because there is a personal interaction of personal information and familiar content. Here, the purpose of the writing task is based on real life.

#### **4.2.2.2.3 Content Validity of Direct Assessment Test**

Content Validity addressed in the task referred to the near authentic-communication between the father and the son/daughter (test taker) 'explaining the idea of visiting a hill station using inputs given in a task'.

#### **4.2.2.2.4 Inter rater Reliability of Direct Assessment Test**

The inter rater reliability was calculated using Pearson Moment Correlation which indicated that there is a significant correlation between the ratings of rater 1 and rater 2. The correlation for each component in writing is as follows: grammar ( $r=0.55$ ), vocabulary ( $r=0.43$ ), organization ( $r=0.45$ ) and sentence construction ( $r=0.40$ ). All

correlations were significant at 0.05 level. Therefore, ratings for both rater 1 and rater 2 were found to be reliable.

The ratings of the two raters on separate components in writing revealed that there was not the discrepancy of either 1 or 2 points between the ratings of the two raters in each component in writing. However, the average of ratings of two raters for each component was calculated and used for inferential analysis in the study.

#### **4.2.2.2.5 Practicality**

The writing performance test was administered in class hours during the end of the academic session as per convenience of the teacher concerned. The time given to complete the test was 55 minutes during the compulsory English class. Briefing was also given to the teachers regarding the instruction of the performance test. With the help of teacher concerned an effort has been made to explain the test description and to clarify the doubts and confusions of the test takers. In the context of the practicality of the task design, the task was set in such a way that it was considered to be a very common scenario for any ESL learner. Therefore, it ensured the validity of direct assessment test in writing.

#### **4.2.2.3 Semi Structured- Interview Schedule**

All the surveyed teachers interviewed for 20-30 minutes. Semi structured interview schedule consisted of 8 open- ended questions (See appendix IV) which were set out to elicit the teacher's information on the writing needs of undergraduate students at AMU.

### **4.3 Objectives of the Study**

The present study aimed to answer the following questions:

1. What are the ESL learners's perceived writing needs in English?
2. What are the ESL learner's performances in writing?
3. Is there any difference between the perception and performance of the ESL learner's in writing?
4. What are the insights gained from writing needs analysis?

### **4.4 Research Design**

The approaches to needs analysis designed by Hutchinson and Waters (2008), Dudley-Evans and St John (2006), or West (1994) are taken into consideration to

define the target needs of the learners in the context of academic or occupational fields. The present study is based on the data collected from the undergraduate ESL learners' of AMU studying Compulsory English course to identify their writing needs. Re appropriating the concept of 'target needs' and 'learning needs' the present study builds on the assumption that undergraduate learners' studying Compulsory English programme at AMU , will use their writing skills in academic or professional contexts as well as job related writing skills.

#### 4.5 Sampling

An effort had been made to ensure the representativeness of the sampling procedure. However, the representativeness of the sample corresponding to the entire population was not feasible because of certain logical constraints and practical limitations. First, the population of the first and second year students in five faculties of Arts, Social Sciences, Commerce, Sciences, and Life Sciences totals 4890 students. Second, the students belonged to diverse, heterogeneous and socio-economic strata of the society. Due to these practical limitations 'stratified sampling technique' i.e. a selection of random, but a proportionate, sample within each strata or subgroup of the population (Long, 2006) was employed. The sample of students finally consists 227 students from the faculties of Arts, Social Science, Commerce, Sciences and Life Sciences. The sample comprised 8% of the student population (4890) enrolled in the first and second year of 2008-2009. It was decided that students enrolled in the Faculty of Engineering and Technology and Faculty of Law have to take a courses in 'technical English which went outside the coverage of the present study. For the sake of convenience one class of each group of five faculties were randomly selected. Out of the total population, 20 groups in 20 Compulsory English classes were chosen randomly to fill out the 'Writing Needs Analysis Questionnaire' (Appendix II). The same students who took the questionnaire were selected to take the 'Writing Performance Test' (Appendix III). The selection of the sample subjects were drawn from medium Compulsory English class sizes varied from 25-80 students.

Out of the total survey size of 411, an adequate size of 227(132 male and 95 female) valid samples of questionnaire and writing performance test were received. Overall return rate was 55.2%. The rest of the samples were rejected due to the following reasons:

1. The questionnaire was not filled out properly or completed by the students.
2. Missing details and inaccuracies of information in questionnaire.
3. Wrong information given by the students in the questionnaire and writing performance test.
4. The questionnaire and assessment test if not written by the same individual. Any discrepancy invalidated the individual from the sample.

**Table 6. Selection of Sample**

Faculty	Population Faculty wise	Male			Female		
		Questionnaire distributed	Writing Performance Test distributed	Return rate	Questionnaire distributed	Writing Performance Test distributed	Return rate
Arts (I year)	985	31	48	19	24	13	13
Arts (II Year)		25	13	10	24	22	14
Social Science (I year)	1397	36	17	17	25	18	16
Social Science (II year)		23	18	17	19	24	14
Commerce (I year)	515	34	42	24	22	11	11
Commerce (II Year)		12	10	9	14	6	10
Science (I year)	1556	23	12	9	25	20	8
Science (II year)		12	11	10	18	12	11
Life Science (I year)	437	17	14	11	9	4	2
Life Science (I year)		13	14	9	5	2	2
	4890	226	199	132	185	132	95

For the purposes of analysis, the questionnaire responses, the students writing performance test scores were matched. This yielded a final response rate of 55.2% which was considered to be an acceptable representation of the population selected for the survey. The students' questionnaire responses were also matched with the



teachers' responses in order to assess their perception of writing and of Compulsory English course.

#### **4.6 Administration**

##### **4.6.1 Stage One: Piloting**

In the first stage of the study, pilot study was conducted on 244 students and 11 teachers of Department of English at AMU. The comprehensive discussion on pilot study has already been done in section 5.1.

##### **4.6.2 Stage Two: Distribution of Questionnaire**

The 'Writing Needs Analysis Questionnaire' was administered on 411 undergraduates at AMU during the 2<sup>nd</sup> week of March for the academic session 2008-2009. Data collection was planned and was scheduled for administration at the end of the academic year so as to gain the students perceptions of their writing and the writing tasks they had already experienced. Before going to the Compulsory English classes for the final survey, the researcher collected the time table schedule of the Compulsory English classes from the Department of English of the University. Later, the researcher randomly selected one class of Compulsory English from the different compulsory English groups divided according to the subjects in a faculty. After the collection of the Compulsory English class schedule, the researcher contacted the teacher concerned in order to seek their permission to survey the compulsory English classes that suited both to the teacher and the researcher. The instructors' were requested to give two consecutive classes for the survey, one for the administration of questionnaire survey and the other consecutive class to conduct writing assessment test to the same students. The questionnaire was administered to the students in 20 Compulsory English classes during Compulsory English teaching hours at the end of the semester. Before the distribution of the questionnaire the instructions were made clear to the teacher.

In the presence of the teacher, the questionnaire was distributed to all the students explaining the instructions in the questionnaire. A brief introduction to the study was also stated. They were requested to state real and honest responses as their identity was kept confidential. Moreover, the students were allowed to ask for any clarification they might need. The students completed the questionnaire in class under the supervision of their English teacher and the researcher. If there was any clash in

the time table schedule of the surveyed classes the researcher tried to visit the classes surveyed simultaneously to clear the doubts of the students administering the questionnaire. In an attempt to avoid some questions being left unanswered either the researcher or the teacher read the questions and clarified possible confusion. Before the collection of the filled in questionnaire the teacher went around the class to make sure the participants were filling in the questionnaire correctly.

#### **4.6.3 Stage Three: Administration of Writing Performance Test**

In the next phase of study, the writing performance test was conducted for three weeks on 20 compulsory English classes. It was administered to the same sample group of students at the end of the semester, those who were administered for the questionnaire responses. Later the indirect test writing samples were maintained by the researcher for scoring and direct test samples was given to the two experienced ELT teachers for rating.

#### **4.6.4 Stage Four: Sorting of selected survey**

In the fourth phase of the study, sample selections were made on the basis of conducting questionnaire with that of performance test using students' enrollment number. The students enrollment number was used as a code of identification, matching and sorting of the sampling tools in the study. If either of them was missing the sample was discarded. In simple words, the same group of student who responded both on the questionnaire and writing performance test were considered as selected sample. After the selection, the questionnaire was kept by the researcher to be entered into the SPSS file as a basis for later data analysis. Indirect assessment test samples (See appendix III) was also kept with the researcher for the scoring of the marks. On the other hand, direct assessment test writing samples (See appendix III) was also provided to the teachers for rating. Rubrics were also provided to the teachers. Later the scores were allotted to each student against their enrolment number in the scoring sheet.

#### **4.6.5 Stage Five: Conducting Interview with the Teachers**

In the fifth phase of the study, the semi-structured interview was conducted with the teachers teaching Compulsory English at AMU. Each interview took about half an hour and lasted for two weeks. For teacher's interview schedule see appendix IV.

#### 4.7 Data Analysis

All information from the present study survey was coded for statistical analyses and entered into a computer database. Statistical Package for the Social Sciences (SPSS) 13.00 for windows was used for analyzing the data. The statistical analysis was done to obtain descriptive statistics on the various items responded by the students. The statistical procedures used in the study were descriptive statistics- frequency, percentage, mean and standard deviation scores, t- test (two samples assuming equal variance), Pearson Product Moment Correlation, Spearman Rho Rank- Order Correlation Coefficient, ANOVA (one way analysis of variance) and reliability through Cronbach's alpha method. In order to identify the variation of responses on the different items of the learners, the scores were computed in terms of percentages. Therefore, all the results are presented in percentages. Percentages were used because the number of items on the areas investigated was not identical. T-test was used to compare responses of two respondent groups (gender) in order to see whether there was any significant difference between the responses of the male and female group. A series of one way ANOVA procedures was used to compare faculty groups and identify significant differences between them. The statistical significance of the data (alpha level) is established *a priori* at the .05 level and a null hypothesis was accepted. Spearman's correlation was used to find the strength of relationship between the needs of writing under investigation. The aim of the correlation is to determine the extent to which variation in one variable is linked to other. Pearson Product Moment Correlation was used to calculate the sinter rater reliability of the students writing scores. Cronbach's alpha reliability was used to determine the internal consistency or average correlation of items in a survey instrument to gauge its reliability.

## **CHAPTER V**

### **RESULTS AND DISCUSSIONS**

#### **5. Introduction**

The results of the study are presented and organized in relation to the objectives of the study outlined in chapter I section 1.5. The needs analysis data on perception and performance of the learners' are reported in the study with reference to the following sections:

Section 5.1: A brief demographic profile of the sample.

Section 5.2: Respondents' perception of English language.

Section 5.3: Respondents' perception of writing skill.

Section 5.4: Respondents' perception of the compulsory English course at AMU.

Section 5.5: Respondents responses on motivation in writing, functional utility in writing, cognitive aspect of writing, difficult components in writing, self-assessment in writing and genre based ability in writing.

Results (Section 5.2- 5.6) are classified according to the total survey respondents (overall analysis), distinguishing between female and male respondents (analysis on the basis of gender), and distinguishing between different faculties (analysis on the basis of faculties).

#### **5.1 Demographic profile of the students**

The questionnaire first elicited the personal data of the participants who responded to the survey sample with respect to five attributive variables: disciplines, gender, age, their mother tongue and their native place. Table 7 gives the profile of the surveyed students.

Table 7. Demographic Profile of Students

Demographic Profile of Students (n=227)	
<b>Faculties</b>	
Arts	56 (24.6%)
Social Science	61 (26.8%)
Commerce	48 (21.1%)
Science	38 (16.7%)
Life Science	24 (10.5%)
<b>Courses of Study</b>	
<b>Faculty of Arts</b>	
English	10 (17.8%)
Communicative English	13 (23.2%)
Arabic	10 (17.8%)
Hindi	10 (17.8%)
Persian	4 (7.14%)
Sanskrit	2 (3.57%)
Urdu	6 (10.7%)
Philosophy	1 (1.7%)
<b>Faculty of Social Science</b>	
Education	9 (14.7%)
Political Science	23 (37.7%)
Islamic Studies	8 (13.1%)
Sociology	4 (6.5%)
Economics	17 (27.8%)
<b>Faculty of Commerce</b>	
	48 (21.1%)
<b>Faculty of Science</b>	
Computer Maintenance	6 (15.7%)
Information technology	3 (7.8%)
Chemistry	6 (15.7%)
Statistics	7 (18.4%)
Mathematics	6 (15.7%)
Geography	6 (15.7%)
Geology	4 (10.5%)
<b>Faculty of Life Science</b>	
Zoology	6 (25%)
Botany	9 (26.4%)
Biochemistry	9 (26.4%)
<b>Level</b>	
I year	130 (57.2%)
II year	97 (42.7%)
<b>Gender</b>	
Male	132 (58.1)
Female	95 (41.8%)
<b>Age category</b>	
17-18 years	49 (21.5%)
19-20 years	148 (65%)
21-22 years	28 (12.3%)

Above 22 years	2 (0.8%)
<b>Mother Tongue</b>	
Indian languages	
Hindi/Urdu	212 (93.3%)
Kashmiri, Bengali	11 (4.8%)
Foreign Languages	
Arabic, Persian	4 (1.7%)
<b>Native Place</b>	
Uttar Pradesh – Aligarh, Ghaziabad, Rampur, Azamgarh, Lakinpur, Lucknow, Moradabad, Allahabad, Lalbagh, Bijnor, Meerut, Kasimpur, Ghazipur, Mao, Ballia, Amirpur, Gonda, Bareilly, Muzzaffarpur, Mathura, Bhadoi, Pratapgarh, Hardoi, Karimganj, Lalgola, Noida, Kasimnagar	182(80.1%)
Bihar- Gaya, Bokaro, Narkatiganj, kishanganj, Sivan,Riaganj	6(2.6%)
Delhi-	3(1.3%)
Assam- Hallakandi	1(0.4%)
Jammu and Kashmir- Annatnag	3(1.3%)
Ghaziabad	4(1.7%)
West Bengal- Asansol,Malda,Durgapur	2(0.8%)
Saudi Arabia- Oman, Muscat	3(1.3%)
Jharkhand- Dhanbad	2(0.8%)
Mauritius	1(0.4%)
Thailand	1(0.4%)

## 5.2 The respondents' perceptions of English language

### 5.2.1 Exposure to English language

In the first item of the questionnaire, *How long have you been studying English?*, the respondents were asked to give the extent of study duration in English language. It was surveyed that about 33.4 % students had studied English for 'more than 15 years'. Another 30.3 % students had studied English for '12-15 years' and 16.2% students had studied English for '10-12 years'. Only 4.8% studied English for '8-10 years' while remaining 14.9 % students stated that they had been studying English only for '5-8 years'.

### 5.2.2 Efforts to learn English

In item two of the questionnaire, *What do you do to improve your English?*, the responses were elicited on the efforts students make to improve their English language skill. Here, the students were asked to select more than 1 option out of 4<sup>9</sup>. So apart from just focusing on reading, writing, listening and speaking, the students also came up with multiple responses. Some accepted that they only read (19.8%), write (5.7%), listen (6.6%) or speak (15.4%) in English regularly while some stated that they perform more than one activity in order to learn English. Some of them also mentioned that apart from using above mentioned skills they also read the dictionary regularly (5.2%), learn 10 words daily, and tried to think in English etc. 7.4% students stated that they make use of all the skills in English (See table8).

**Table 8. Efforts to Learn English Language**

Responses	Total Percentage of students
Read only	19.8%(45)
Write only	5.7 %(13)
Listen only	6.6% (15)
Speak only	15.4% (35)
Read, listen	5.2 % (12)
Listen and speak	6.6% (15)
Write and speak	1.3% (3)
Read and speak	13.2% (30)
Read and write	3.5% (8)
Write and listen	0.4% (1)
Write, listen and speak	0.4% (1)
Read, listen and speak	6.6%(5)
Read, write and speak	5.2% (12)
Read write and listen	2.2% (5)
Use of all the language skills (L, S, R, W)	7.4% (17)

### 5.2.3 Frequency of English used outside the classroom

In response to item three of the questionnaire, *How often do you use English outside the classroom?* 48.4% students stated that they use English 'daily'. 17.9% students' use English 'weekly' and only 5.7% use it 'fortnightly'. Comparatively, 25.8 % affirmed to use English 'occasionally'. In addition, only 2.2% students 'never' use English outside the classrooms.

### 5.2.4 Domains of use of English language

Item four of the questionnaire, '*When do you use English?*' comprised options concerning various situations in which the students use English. The respondents were given the choice to opt for more than one option so that the students can come up with multiple responses. 29% students stated that they use English only when they talk with their teachers. 26.8% said that they use English only with their friends and teachers. 18% stated that they use English only with their friends. The responses also show that only 3% of the respondents use English at home (See table 9).

**Table 9. Domains of Use of English Language**

<b>Responses</b>	<b>Total Student Population</b>
When talking to the teachers only	29%(66)
Friends only	18%(41)
At home only	3% (7)
In class only	5.2% (12)
All the above four	1.3%(3)
When talking to the teachers and in class	5.2% (12)
When talking to the teachers and with friends	26.8% (61)
When talking to the teachers and at home	3%(7)
When talking to the teachers , with friends and at home	3.9%(9)
When talking to the teachers , with friends and in class	1.3%(3)
Friends and in class	1.3%(3)
At home and class	0.4%(1)
With friends and at home	0.4% (1)
Never	0.4%(1)
Others (to impress others, making speeches, teaching someone)	2.1%

### 5.3 Respondent's perception of writing skill

#### 5.3.1 Order of importance of four language skills (listening, speaking, reading and writing)in English

This section discusses the rating on the relative importance of the four major language skills i.e. listening, speaking, reading and writing in English.



### 5.3.1.1 Overall Analysis

**Table 10. Order of Importance of Language Skills (n=227)**

	Extremely important & Important	Slightly important & Unimportant	Mean (M)	Standard Deviation (SD)
Speaking skill	90.8	9.2	3.47	0.79
Reading skill	69.2	30.8	2.84	0.85
Listening skill	70.0	30.0	2.83	0.93
Writing skill	59.9	40.1	2.63	1.01

*Notes: All figures are in percentages except mean (M) and standard deviation (SD).*

*The percentages for 'extremely important' and 'important' are summed together. Similarly, percentages for 'slightly important' and 'unimportant' are summed together. The figures for each category are found in appendix II.*

Table 10 above presents the students' means in descending order of importance of language skills. The finding indicates that students primarily emphasized the importance of speaking skill ( $M=3.47$   $SD=.79$ ). 90.8% students rated speaking skill as 'extremely important' and 'important'. Reading ( $M=2.84$ ,  $SD=.85$ ) and listening ( $M=2.83$ ,  $SD=.93$ ) were rated as the second and third most important skills with 69.2% and 70% students rating them as 'extremely important' and 'important' respectively. Almost equally, 30% and 30.8% rated reading and listening skill as 'less important' and 'least important' respectively. Writing ( $M=2.63$ ,  $SD=1.01$ ) was rated as the least important skill. 59.9% students primarily emphasized the importance of writing skill.

Spearman's Rho coefficient correlation was calculated and presented for the measure of four language skills. Statistical analysis revealed that there is no significant relationship between listening and reading ( $r=.05$ ), listening and writing ( $r=.07$ ) and speaking and writing ( $r=0.00$ ). The resultant correlation coefficient between speaking and writing ( $r=.00$ ) is low and not statistically significant. However, coefficient correlation between writing and reading is ( $r=.21$ ) which means that the students perception regarding reading and writing skill is reliable and highly significant. There is significant inverse correlation between listening and speaking ( $r=-.15$ ). Thus, the data suggests that their listening is not related to their reading and writing but their listening is related to their speaking. It also suggests that writing is related to reading.

### 5.3.1.2 Analysis by Gender

**Table 11. Order of Importance of Language Skills(Gender)**

	Female				Male				P-value
	Extremely important & important	Slightly important & unimportant	M	SD	Extremely important & important	Slightly important & unimportant	M	SD	
Listening skill	72.7	27.4	2.80	0.89	68.2	31.8	2.84	0.97	0.76
Speaking skill	93.7	6.4	3.51	0.77	88.7	11.3	3.47	0.81	0.72
Reading skill	69.5	30.5	2.94	0.89	68.9	31.0	2.77	0.83	0.14
Writing skill	66.4	33.7	2.76	0.96	55.3	44.7	2.52	1.03	0.07

*Notes: All figures are in percentages except mean (M) and standard deviation (SD).*

*The percentages for 'extremely important' and 'important' are summed together. Similarly, the percentages for 'slightly important' and 'unimportant' are summed together. The figures for each category are found in appendix II.*

Table 11 shows the ranking of female and male respondents on the order of importance of language skills. The predominant concern for speaking skill was seen in both gender groups (female M=3.51 SD= 0.77 and male M=3.47 SD=0.81). A significant number of female (93.7%) and male respondents (88.7%) rated speaking skill as 'extremely important' and 'important'. On the other hand, writing was considered as least important skill for them (female M=2.76 SD=0.96, male M=2.52 SD= 1.03). Notwithstanding, 66.4 % female respondents and 55.3% male respondents rated writing skill as 'extremely important' and 'important'. Female respondents ranked reading (M=2.94, SD=.89) as the second most important skill followed by listening (M=2.80, SD=.89) and writing. While male respondents placed listening (M=2.84, SD=.97) on the second rank followed by reading (M=2.77, SD=.83) and writing. Reading and listening skill were almost equally rated as 'extremely important' and 'important' by both female and male respondents.

The t- test (two sample assuming equal variance) showed that there was no significant difference on any of the four language skills (See table 11). Spearman's correlation showed that the insignificant correlation of the rank orders between female and male respondents (.80).

### 5.3.1.3 Analysis by Faculty

Table 12 shows the summary of the mean ranking on the importance of language skills by the students of five different faculties. The findings indicate that students of all the 5 faculties i.e. Arts' ( $M= 3.23$   $SD=0.80$ ), Social Science ( $M=3.38$   $SD=0.98$ ), Commerce ( $M=3.77$   $SD=0.55$ ), Science ( $M=3.63$   $SD=0.63$ ) and Life Science ( $M=3.45$   $SD=0.65$ ) reported speaking as the most important skill. In terms of frequency, significant number of students of faculties of Arts (91.1%), Social Science (83.6%), Commerce (93.7%), Science (97.3%) and Life Science (91.7%) considered speaking skill as 'extremely important' and 'important'. The students of faculties of Arts ( $M=2.70$   $SD=0.89$ ), Commerce ( $M=2.31$   $SD=1.16$ ) and Science ( $M=2.65$   $SD=1.02$ ) rated writing as the least important skill. The students of the faculty of Social Science ( $M=2.63$   $SD= 1.01$ ) rated it in the third place. Comparatively, with regard to writing skill only the students of Life Science faculty showed some concern in comparison to other language skills. They rated writing as the second most important skill ( $M= 3.04$   $SD=0.75$ ). 83.3% students of Life Science considered writing skill as 'extremely important' and 'important'. Reading skill was found to be the second most important skill by both the faculties of Arts ( $M=3.14$   $SD=0.74$ ) and Science ( $M=3.15$   $SD=0.88$ ) followed by listening skill (Arts  $M=2.94$   $SD=0.96$  Science  $M=3.15$   $SD=0.88$ ). Students of faculty of Commerce rated reading ( $M=2.59$   $SD=0.87$ ) and listening ( $M=2.59$   $SD=0.91$ ) equally as the second most important skills while students of Social Science faculty rated reading as the least important ( $M=2.62$   $SD=0.81$ ). The Life Science group rated reading ( $M=2.70$   $SD=0.80$ ) as third and listening ( $M=2.59$   $SD= 1.01$ ) as fourth in the order of importance.

Table 12. Order of Importance of Language Skills (Faculty)

	ARTS				SOCIAL SCIENCE				COMMERCE				SCIENCE				LIFE SCIENCE				P-value
	Extremely important & important	Slightly important & unimportant	M	SD	Extremely important & important	Slightly important & unimportant	M	SD	Extremely important & important	Slightly important & unimportant	M	SD	Extremely important & important	Slightly important & unimportant	M	SD	Extremely important & important	Slightly important & unimportant	M	SD	
Listening skill	76.8	23.2	2.94	0.96	72.1	27.9	2.85	0.96	54.2	45.8	2.59	0.91	81.6	18.4	3.1	0.76	62.5	37.5	2.59	1.01	0.05
Speaking skill	91.1	8.9	3.23	0.8	83.6	16.4	3.38	0.98	93.7	6.3	3.77	0.55	97.3	2.6	3.63	0.63	91.7	8.3	3.45	0.65	.00*
Reading skill	82.1	17.9	3.14	0.74	57.4	42.6	2.62	0.81	62.5	37.4	2.59	0.87	78.9	21.1	3.15	0.88	66.7	33.3	2.7	0.8	.00*
Writing skill	62.5	37.5	2.7	0.89	54.1	45.9	2.63	1.01	45.8	54.2	2.31	1.16	68.4	31.6	2.65	1.02	83.3	16.7	3.04	0.75	0.06

Notes: All figures are in percentages except mean (M) and standard deviation (SD).

The percentages for 'extremely important' and 'important' are summed together. Similarly, the percentages for 'slightly important' and 'unimportant' are summed together. The figures for each category are found in appendix II.

Table 12 summarizes the learners' responses (of different faculties) on importance of language skills and showed both the significant and insignificant differences based on ANOVA results. One way analysis of variance was used to analyze whether the importance of language skill differed according to the faculties. The significant level was found at the  $p < 0.05$ . The ANOVA procedure showed that there is significant difference in *speaking* ( $p = .00^*$ ) and *reading* skill ( $p = .00^*$ ). While the difference is probably insignificant in *listening* skill ( $p = .05$ ) and *writing* skill ( $p = .06$ ).

The Spearman's Rho correlations coefficient was calculated for the measures of the four language skills amongst five disciplines. Statistical analysis revealed that there was no significant correlation on any of faculty groups i.e. Arts and Social Science (.40), Arts and Commerce (.94), Arts and Life Science (.40), Social Science and Commerce (.63), Social Science and Science (.40), Social Science and Life Science (.40), Commerce and Science (.94), Commerce and Life Science (.31), and Science and Life Science (.40). The only correlation that was found to be highly significant was between Arts and Science (1.00\*\*).

### 5.3.2 Frequency of use of writing genres

This section discusses the responses of the students on, *How often do they write the following genre: a paragraph, letter of application, article, essay, report and a personal letter?*

#### 5.3.2.1 Overall Analysis

**Table 13. Frequency of Use of Writing Genres (n=227)**

	Once in a while	few times a month	few times a week	nearly everyday	Daily	M	SD
Paragraph writing	7	21	35.2	20.7	15.9	3.17	1.14
Letter of application	17.6	38.3	29.1	10.6	4.4	2.46	1.03
Article	32.6	30	26.9	7.9	2.6	2.18	1.08
Essay	35.7	32.2	21.1	7.5	3.5	2.11	1.08
Report	39.6	32.2	21.6	5.7	.9	1.96	.96
Personal letter	53.3	24.7	16.3	3.1	2.6	1.77	1.00

*Notes: All figures are in percentages except mean (M) and standard deviation (SD).*

*Percentages to measure the frequency of the use of writing genres by students are not merged here. The figure of each category is found in appendix II.*

Table 13 above shows that the mean ranged between 3.17-1.77, which indicates that the genres are not practiced very often by the students. Paragraph writing (M=3.17)

was rated as the most frequently used genre by the students, though it is also not used very often. Only 15.9% students stated that they write paragraph 'daily'. 35.2% and 21% indicated to write it 'few times a week' and 'few times a month' respectively. An almost negligible number of students reported that they write letter of application (4.4%), article (2.6%), essay (3.5%) and report (0.9%) 'Daily'. Only a few students i.e. 7.9%, 7.5% and 5.7% stated that they write an article, an essay and a report 'nearly every day'. Personal letter ( $M=1.77$   $SD=1.00$ ) was marked as the least frequently written genre. The majority of students (53.3%) stated that they write a personal letter 'once in a while' only, while a very small percentage of students (2.6%) affirmed that they write it 'daily'.

### 5.3.2.2 Analysis by Gender

**Table 14. Frequency of the Use of Writing Genres (Gender)**

	Female							Male						
	Once in a while	Few times a month	Few times a week	Nearly everyday	Daily	M	SD	Once in a while	Few times a month	Few times a week	Nearly everyday	Daily	M	SD
Personal letter	64.2	17.9	14.7	1.1	2.1	1.59	0.92	45.5	29.5	17.4	4.5	3.00	1.90	1.04
Letter of application	12.6	31.6	32.6	16.8	6.3	2.73	1.08	21.2	43.2	26.5	6.10	3.00	2.27	0.96
Paragraph	6.30	24.2	40	12.6	16.8	3.09	1.13	7.60	18.9	31.8	26.5	15.2	3.23	1.14
Report	42.1	30.5	22.1	4.2	1.1	1.92	0.95	37.9	33.3	21.2	6.8	.8	2.14	1.04
Article	31.6	28.4	28.4	8.4	3.2	2.23	1.08	33.3	31.1	25.8	7.6	2.3	2.14	1.14
Essay	34.7	36.8	17.9	8.4	2.1	2.06	1.02	36.4	28.8	23.5	6.8	4.5	1.04	1.12

Notes: All the figures are in percentages other than mean (M) and standard deviation (SD).

The percentages to measure the frequency of the use of writing genres by students are not merged here. The figure for each category is found in appendix II.

Table 14 shows that both female and male respondents affirmed that they do not write the genres very often: letter of application (female  $M= 2.73$   $SD=1.08$ , male  $M=2.27$   $SD=0.96$ ), personal letter (female  $M= 1.59$   $SD=0.92$ , male  $M= 1.90$   $SD=1.04$ ), a report (female  $M=1.92$   $SD=0.95$  male  $M=2.14$   $SD=1.04$ ), an article (female  $M= 2.23$

SD=1.08, male M= 2.14 SD=1.14) an essay (female M= 2.06 SD=1.02, male M= 1.04 SD=1.12), paragraph writing (female M= 3.09 SD=1.13, male M= 3.23 SD=1.14). Both female and male respondents stated that paragraph writing was written most often by them followed by letter of application. Results show that where 64.2% female and 45.5% males respondents write personal letter 'once in a while' only; a negligible percentage of female (2.1%) and male (3%) respondents write it 'daily'.

### 5.3.2.3 Analysis by Faculty

It is quite interesting to note that students of all the faculties were of similar response in rating the highest mean to paragraph writing. The means were as follows: Arts (M= 3.50 SD=1.07), Social Science (M=3.21 SD=1.15), Commerce (M=2.54 SD=1.09), Science (M=3.29 SD=1.16) and Life Science (M=3.37 SD=0.92). Result shows that only a few students of faculty of Arts (19.6% and 32.1%), Social Science (1.6% and 3.3%), Commerce (4.2% and 16.7%), Science (18.4% and 21.1%) and Life Science (16.7% equally) indicated that they write a paragraph 'daily' and 'nearly every day' respectively. The letter of application was rated second amongst the list of six genres by the students of all the faculties except Life Science. Students of faculty of Life Science (M=2.33 SD=1.04) placed it quite low and preferred writing an article (M=2.58 SD=0.92) and an essay (M=2.58 SD=1.24) equally in comparison to other genres. Still, very few students of faculty of Life Science accepted to write an article or an essay very frequently. Students of Social Science (M=1.74 SD=1.06), Commerce (M=1.54 SD=0.71), Science (M=1.61 SD=0.88) and Life Science (1.58 SD=0.77) reported that they write letter of application very 'rarely'. The students of faculty of Arts rated lowest to report writing (M=1.92 SD=0.11) and rated letter of application (M=2.57 SD=1.17) on fourth rank. The students of all the other faculties indicated that they write report quite rarely (See table 15).

Table 15. Frequency of Use of Writing Genres (Faculty)

	ARTS						SOCIAL SCIENCE						Commerce						SCIENCE						LIFE SCIENCE										
	Once in a while	Few times a month	Few times a week	Nearly everyday	Daily	M	SD	Once in a while	Few times a month	Few times a week	Nearly everyday	Daily	M	SD	Once in a while	Few times a month	Few times a week	Nearly everyday	Daily	M	SD	Once in a while	Few times a month	Few times a week	Nearly everyday	Daily	M	SD	Once in a while	Few times a month	Few times a week	Nearly everyday	Daily	M	SD
Personal letter	37.5	23.2	28.6	3.5	7.1	2.02	1.19	37.7	36.1	18	6.5	1.6	1.74	1.06	12.5	29.2	58.3	-	-	1.54	0.71	60.5	23.7	10.5	5.3	-	1.61	0.88	54.2	37.5	4.2	4.2	-	1.58	0.77
Letter of Application	19.6	32.1	26.8	14.3	7.1	2.57	1.17	36.1	32.8	19.7	6.6	4.9	2.65	0.91	33.3	35.4	25	6.3	-	2.04	0.92	15.8	31.6	36.8	10.5	5.3	2.57	1.05	12.5	62.5	12.5	4.2	8.3	2.33	1.04
Paragraph Writing	3.6	14.3	30.4	32.1	19.6	3.5	1.07	44.3	24.6	26.2	3.3	1.5	3.21	1.15	16.7	37.5	25	16.7	4.2	2.54	1.09	7.9	13.2	39.5	21.1	18.4	3.29	1.16	-	12.5	54.2	16.7	16.7	3.37	0.92
Report	42.9	32.1	14.3	10.7	1	1.92	0.11	4.4	23	37.7	14.8	19.7	1.93	0.99	41.7	37.5	18.8	2.1	-	1.81	0.81	42.1	31.6	18.4	7.9	-	1.92	0.95	12.5	41.7	37.5	4.2	4.2	2.45	0.93
Article	35.7	25	26.8	10.7	1.8	2.17	1.09	6.5	41	36.1	13.1	3.3	2.11	1.12	35.4	31.3	29.2	2.1	2.1	2.04	0.96	31.6	28.9	28.9	7.9	2.5	2.21	1.65	12.5	33.3	37.5	16.7	-	2.58	0.92
Essay	25	33.9	26.8	7.1	7.1	2.35	1.15	59	18	16.4	3.3	3.3	1.98	0.99	43.8	29.2	14.6	12.5	-	1.95	1.05	47.4	28.9	18.4	5.3	-	1.82	0.92	20.8	29.2	33.3	4.2	12.5	2.58	1.24

Notes: All the figures are in percentages other than mean (M) and standard deviation (SD).

The percentages to measure the frequency of the use of writing genres by students are not merged here. The figure for each category is found in appendix II.



### 5.3.3 Need to learn writing

The responses below were rated by the respondents in answer to the question: *Why do you need to learn writing?* Based on the responses mentioned in the questionnaire, the students ranked their needs in priority, as shown in the table 16.

#### 5.3.3.1 Overall Analysis

**Table 16. Need to Learn Writing (n=227)**

	Extremely important & Important	Moderate	Less important & unimportant	M	SD
It is a requirement for professional courses and employment skills	88.1	6.6	5.3	4.38	0.89
It is a requirement for improving communication skills	81.1	10.1	8.8	4.14	1.05
It is a requirement for exams	77.5	13.7	8.8	4.00	0.99
It is a requirement for studying other subjects well	65.2	22	12.8	3.64	0.96

*Notes: All figures are in percentages except mean (M) and standard deviation (SD).*

*The percentages for 'extremely important' and 'important' are summed together. Similarly the percentage for 'slightly important' and 'unimportant' are summed together. The figure for each category is found in appendix II.*

The responses to this question shed light on the learners needs in writing which are as follows:

The mean shows that students on the whole, perceived that writing is most needed in the development of professional courses and employment skills ( $M=4.38$ ,  $SD=.89$ ) and improving communication skills ( $M=4.14$ ,  $SD= 1.05$ ). 88.1% students emphasized the importance of writing for developing professional courses and employment and 81.1 % respondents saw its importance in improving communication skills. 77.5% students believed that writing is a requirement for exams ( $M= 4.00$ ,  $SD= 0.99$ ). In addition, 65.2% students believed that writing is needed for learning other subjects ( $M=3.64$   $SD=0.96$ ).

## 5.3.3.2 Analysis by Gender

Table 17. Needs to Learn Writing (Gender)

	Female					Male				
	Extremely important & Important	Moderate	Less important & unimportant	M	SD	Extremely important & Important	Moderate	Less important & unimportant	M	SD
It is a requirement for improving communication skills	85.2	8.4	6.2	4.33	0.98	78	11.4	10.6	4.01	1.09
It is a requirement for exams	83.2	13.7	3.2	4.16	0.85	73.6	13.6	12.9	3.90	1.08
It is a requirement for studying other subjects well	71.6	20	8.4	3.81	0.90	60.6	23.5	15.9	3.52	0.99
It is a requirement for professional courses and employment skills	94.8	3.2	2.2	4.57	0.70	83.4	9.1	7.6	4.26	0.98

Notes: All figures are in percentages except mean (M) and standard deviation (SD)

The percentages for 'extremely important' and 'important' are summed together. Similarly, percentages for 'slightly important' and 'unimportant' are summed together. The figure for each category is found in appendix II.

It is quite interesting to note that both female and male respondents preferred the use of writing in the same hierarchical order. For example, both responded that writing was needed most for developing professional courses and employment skills (female  $M=4.57$   $SD=0.70$ , male  $M=4.26$   $SD=0.98$ ) followed by its use for improving communication skills (female  $M=4.33$   $SD=0.98$ , male  $M=4.01$   $SD=1.09$ ). A careful look at the means also show that the female respondents preferred the need to learn writing more than the male respondents. A significant number of both female (94.8%) and male (83.4%) respondents preferred the use of writing for developing professional courses and employment skills. Also, 85.2% female and 78% male respondents believed that writing helps to improve communication skills. Writing helps in writing exams was a response of 83.2% female respondents. 73.6% male respondents believed that writing is a requirement for exams. Writing helps in learning other subjects well (female  $M=3.81$   $SD=0.90$ , male  $M=3.52$   $SD=0.99$ ), was the least preferred use of writing rated by both female and male respondents. Still, 71.6%

females and 60.6% males affirmed that writing is required for learning other subjects well ( $M=3.81$   $SD=0.90$  and  $M=3.52$  and  $SD=0.99$ ) respectively.

### 5.3.3.3 Analysis by Faculty

Table 18 contains the mean ranking for different faculties. It is evident from the means (See table 18) that the students of the faculties of Arts, Commerce, Science and Life Science emphasized the need to learn writing with the high means that ranged from 3.80-4.28, 3.56-4.48, 3.73-4.44 and 3.45-4.50 respectively except Social Science. The mean of Social Science group ranged between 2.48-2.81. It was quite interesting to note that the students of all the faculties except Social Science prioritized the need to learn writing for development of professional courses and employment skills as well as communication skills. 87.5%, 89.6%, 86.9% students of faculties of Arts, Commerce and Science respectively rated writing is most needed for developing professional courses and employment skills respectively. Where large number of students of faculties of Arts (83.9%), Commerce (77.1%), Science (73.7%) and Life Science (66.7%) believe that writing is a requirement for exams only. Only 9.8% students of faculty of Social science do not believe that writing is a requirement for exams. Few students of faculty of Social Science (9.8%) reported that writing helps in development of professional course and employment skills.

Table 18. Need to Learn Writing (Faculty)

	ARTS					SOCIAL SCIENCE					COMMERCE					SCIENCE					LIFE SCIENCE				
	Extremely important & important	moderate	Less important & least important	M	SD	Extremely important & important	moderate	Less important & least important	M	SD	Extremely important & important	moderate	Less important & least important	M	SD	Extremely important & important	moderate	Less important & least important	M	SD	Extremely important & important	moderate	Less important & least important	M	SD
It is a requirement for improving communication skills	80.3	7.1	14.5	4.1	1.1	21.3	44.3	34.5	2.81	0.88	81.2	12.5	6.3	4.2	0.96	84.2	7.9	7.9	4.15	1.12	83.3	12.5	4.2	4.12	0.94
It is a requirement for exams	83.9	7.1	8.9	4.09	0.93	9.8	60.7	29.6	2.73	0.72	77.1	18.8	4.2	4.19	0.89	73.7	18.4	7.9	3.9	8.63	66.7	12.5	20.9	3.45	1.31
It is a requirement for studying other subjects well	75	14.3	10.8	3.8	1.01	14.7	54.1	31.3	2.8	0.79	58.4	35.4	6.3	3.56	0.76	68.5	18.4	13.1	3.73	1	62.5	16.7	20.9	3.5	1.06
It helps in developing professional course and employment skills	87.5	10.7	1.8	4.28	0.8	9.8	32.8	57.3	2.48	0.92	89.6	6.3	4.2	4.48	0.79	86.9	5.3	7.9	4.44	0.92	62.5	-	37.5	4.5	0.88

Notes: All figures are in percentages except mean (M) and standard deviation (SD).

The percentages for 'extremely important' and 'important' are summed together. Similarly, the percentages for 'slightly important' and 'unimportant' are summed together. The figures for each category are found in appendix H.

### 5.3.4 Perception of Respondent's regarding their strong and weak components in writing namely, grammar, vocabulary, organization and sentence construction.

Item 8, *In which of the components of writing do you think you are strong?* deals with the issue of the students' perception for various writing sub-skills i.e. grammar, vocabulary, organization and sentence construction. Conversely, Item 9 (discussed in section 5.3.5), *In which of the components of writing do you think you are weak?* elicited the students' perception in the same sub-skills in writing as above in terms of their weakness. The scales are reversed for item 9.

#### 5.3.4.1 Overall Analysis

##### 5.3.4.1.1 Perception for strong components in writing

**Table 19. Perception for Strong Components in Writing (n=227)**

	Excellent	Good	Average	Poor	Very poor	M	SD
Sentence construction	14.1	51.1	30.4	3.5	0.9	3.74	0.77
Grammar	9.3	41.9	40.1	4.8	4.0	3.48	0.87
Vocabulary	10.1	26.9	49.3	11.5	2.2	3.31	0.88
Organization	3.5	35.7	51.5	7	2.2	3.31	0.74

*Notes: All the figures are in percentages except mean (M) and standard deviation (SD).*

*The percentages to measure the perceived strong components in writing are not merged here. The figure for each category is found in appendix II.*

Table 19 is a summary of the ranking for each writing sub-skill i.e., grammar, vocabulary, organization and sentence construction in the descending order. The mean for each sub-skill in writing falls above a neutral score of 3.00, means that students perceived that they were good at their writing performance. 3.74 is the highest mean for sentence construction, 3.48 for grammar, 3.31 for vocabulary and organization equally. Findings show that 51.1% students rated themselves as 'good' in sentence construction while only 3.5% students considered themselves as 'poor'. Almost negligible percentage of students (0.9%) found themselves as 'very poor' in sentence construction. In grammar, where 41.9% students considered themselves as 'good' only 4.8% students considered themselves as 'poor'. While considering vocabulary and organization as the weakest sub-skill of writing than the other two, approximately 50% students considered themselves as 'average' in vocabulary and organization equally. Only 2.2% students considered themselves as 'very poor' in vocabulary and organization equally.

### 5.3.4.1.2 Perception for weak components in writing (Overall Analysis)

**Table 20. Perception for Weak Components in Writing (n=227)**

	Very poor	Poor	Average	Good	Excellent	M	SD
Vocabulary	2.2	13.7	51.5	27.3	5.3	2.80	0.82
Organization	2.2	11	53.3	30.8	2.6	2.79	0.75
Grammar	4.4	12.8	42.3	33.9	6.6	2.74	0.91
Sentence construction	3.1	8.4	34.4	42.7	11.5	2.49	0.91

*Notes: All the figures are in percentages except mean (M) and standard deviation (SD).*

*The percentages to measure the perceived strong components in writing by students are not merged here. The figure for each category is found in appendix II.*

Table 20 contains the mean rank on the responses of the students on 4 sub-skills (grammar, vocabulary, organization and sentence construction) in writing in terms of their weakness. The responses were very similar to the responses in table 19. Here, inversely, sentence construction got the lowest mean of 2.49 indicating it as the strongest sub-skill in writing. 42.7% considered themselves as 'good' in sentence construction while only 8.4% and 3.1% considered themselves as 'poor' and 'very poor' respectively. Grammar (M=2.74 SD=.91) was considered as second strongest component in writing with 42.3% considering them to be 'average'. 33.9% students considered them as 'good' in grammar. Vocabulary and organization got the mean of 2.80 and 2.79 respectively. Considering vocabulary and organization as the weakest sub-skills in writing, 27.3% and 30.8% students considered themselves as 'good' in vocabulary and organization respectively. In addition, 53.3% and 51.5% students considered themselves to be 'average' in vocabulary and organization respectively.

### 5.3.4.1.3 Contrasting the responses of the students on strong (item 8) and weak (item 9) components in writing.

The result in table 19 (see section 5.3.4.1.1) is quite similar to the results in table 20 (Section 5.3.4.1.2). Looking at the mean across the four sub-skills in writing (See table 19 and 20) it becomes clear that there is no contradiction between the views of students in perceiving their strong and weak sub-skills in writing.

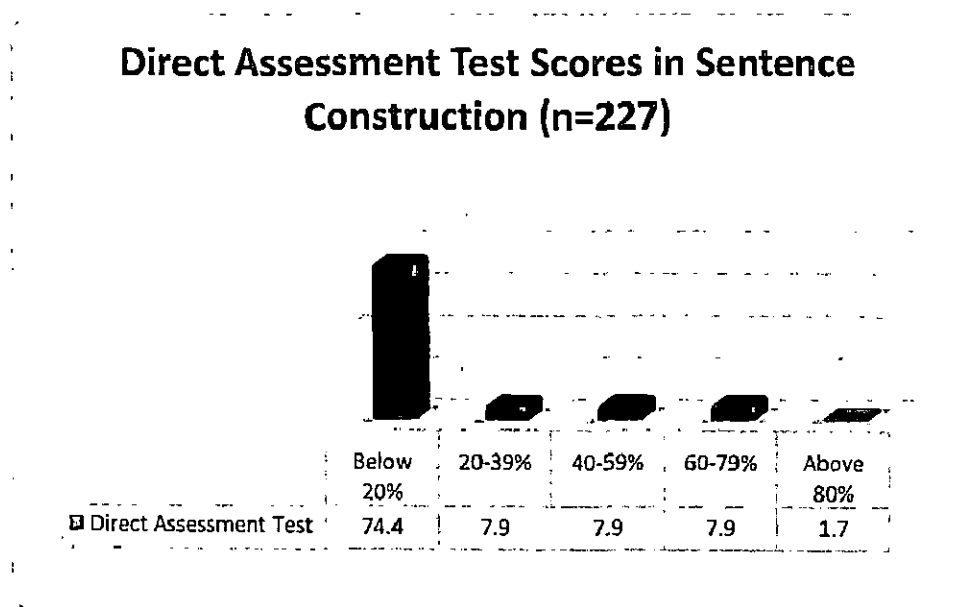
Table 19 (section 5.3.4.1.1) indicated that students have strong perception for sentence construction with a high mean of 3.74. Inversely, as seen in table 20 (Section 5.3.4.1.2) sentence construction was rated lowest with the mean of 2.48. Similarly,

grammar was perceived as the second strongest area in writing .Vocabulary and organization wereequally rated as the weakest area in writing.

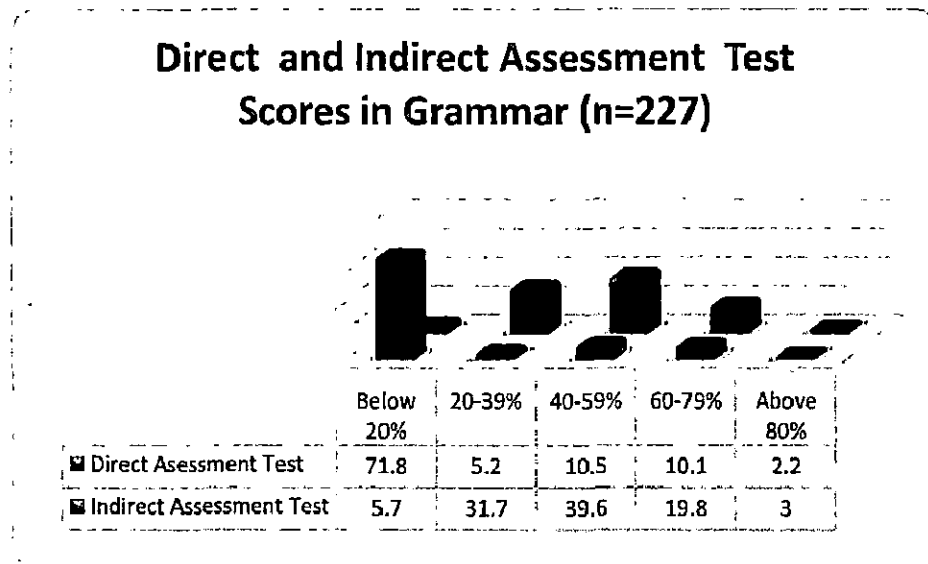
#### 5.3.4.1.4 Actual Scores of the learners' on four components namely, grammar, vocabulary, organization and sentence construction in writing.

Graphs 1-4 represent the scores of the students on the four major sub- skills of writing assessed through indirect assessment test and direct assessment test.

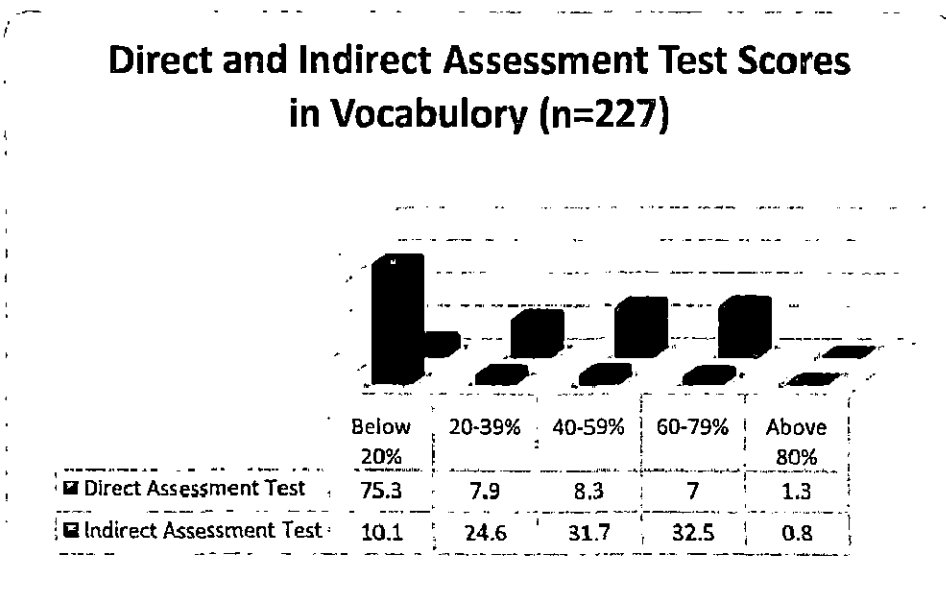
**Graph 1. Direct Assessment Test Scores in Sentence Construction (n=227)**



Graph 1 represents the scores students scored in sentence construction when assessed through direct assessment test. It shows that adequate number of students (74.4%) scored 'Below 20%' whereas only 1.7% students scored in the highest range of marks i.e. 'Above 80%'.

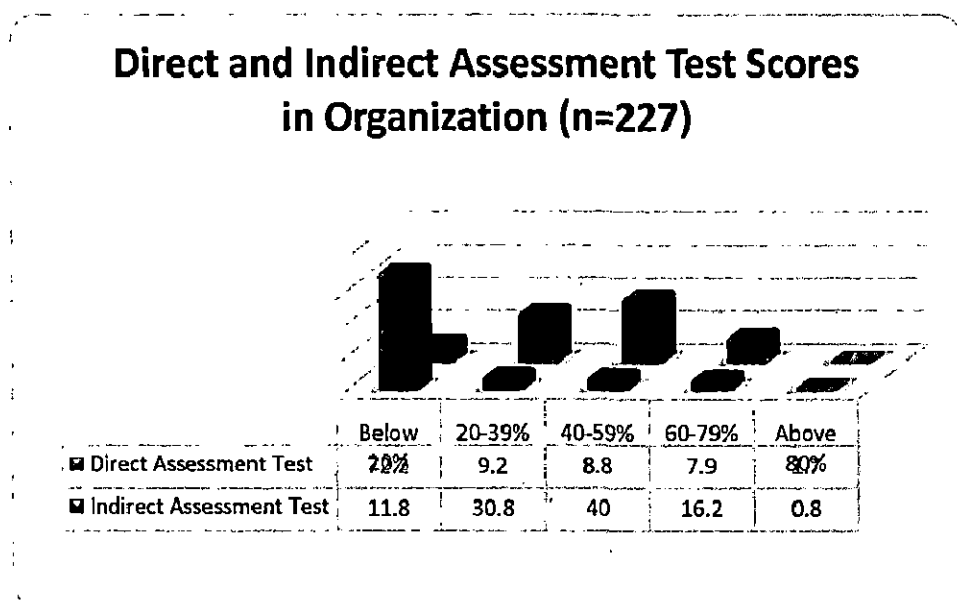
**Graph 2. Direct and Indirect Assessment Test Scores in Grammar (n=227)**

Graph 2 represents direct and indirect assessment test scores of students in grammar. In direct assessment test 71.8% students fall within the range of 'Below 20%' while only 2.2% scored 'Above 80%'. Majority of students (40%) scored within '40-59%' range of marks in indirect assessment test. On the other, only 5.7% students scored 'below 20%' in indirect assessment test. Majority of students (31.7% and 39.6%) fall within the range of '20-39%' and '40-59%' in indirect assessment test respectively.

**Graph 3. Direct and Indirect Assessment Test Scores in Vocabulary (n=227)**

Graph 3 shows that most of the students (75.3%) scored 'below 20%' in direct assessment test on vocabulary while only 0.8% students scored 'above 80%' in vocabulary. In indirect assessment test 31.7% students scored within the range of '40-59%' and 32.5% students scored within the range of '60-79%'.



**Graph 4. Direct and Indirect Assessment Test Scores in Organization (n=227)**

Graph 4 represents the scores in organizational skill in writing. In the direct assessment test scores in organization where 72.2% students fall within the category of 'very poor' i.e. 'below 20%'. Alternatively, 1.7% students scored 'above 80%'. In indirect assessment test majority of students (40%) fall within the range of '40-59%' marks.

#### **5.3.4.1.5 Difference between the perception of learner's and their performance on the strong or weak components in writing.**

Table 21 represents the percentage of students on their perception and performance on all the 4 sub-skills in writing. The results showed the contradiction between the students perception (See section 5.3.4.1.1) with their writing performance (See section 5.3.4.1.3) scores as the students perception is higher than their writing performance.

### 5.3.4.2 Analysis by Gender

#### 5.3.4.2.1 Perception on strong components in writing (Gender)

**Table 22. Perception on Strong Components in Writing (Gender)**

	Female							Male							P-value
	Excellent	Good	Average	Poor	Very poor	M	SD	Excellent	Good	Average	Poor	Very poor	M	SD	
Grammar	10.6	34.8	41.7	6.1	6.8	3.36	0.99	7.4	51.6	37.9	3.2	-	3.63	.66	0.01*
Vocabulary	12.9	23.5	43.9	16.7	3.0	3.27	0.98	6.3	31.6	56.8	4.2	1.1	3.38	.71	0.31
Organization	3.8	35.6	47.7	9.1	3.8	3.27	0.82	3.2	35.8	56.8	4.2	-	3.38	.62	0.26
Sentence construction	11.4	53.8	28	5.3	1.5	3.68	0.80	17.9	47.4	33.7	1.1	-	3.82	.72	0.18

*Notes: All figures are in percentages except mean (M) and standard deviation (SD).*

*The percentages to measure the perceived strong components in writing by students are not merged here. The figure for each category is found in appendix II.*

The results show that the both female and male respondents have high perception on all the four sub-skills in writing with the high mean. One noticeable finding was that both female and male respondents were in full agreement in ranking the four components in the same hierarchical order. Both female and male respondents indicated that they assessed themselves as best in sentence construction with the high mean of 3.68 (SD=0.80) and 3.82 (SD=0.72) respectively. Where 5.3% female respondents rated themselves as 'very poor' in sentence construction no percentage of male respondents assessed them to be so. Grammar (female M=3.36 SD=0.66, male M= 3.63 SD=0.99) was the rated as the second strong component in writing. Where 34.8% female respondents rated them as 'good' in grammar, 51.6% male respondents

**Table 21. Difference between the Perception of Students and their Performance  
in Sub-Skills in Writing**

Range of Marks	Sentence Construction		Grammar			Vocabulary			Organization		
	Percentage of female respondents perceiving them under the range of scores for sentence construction	Percentage of female respondents under the range of scores for direct assessment test for sentence construction	Percentage of female respondents perceiving them under the range of scores for grammar	Percentage of female respondents under the range of scores for direct assessment test for grammar	Percentage of female respondents under the range of scores for indirect assessment test for grammar	Percentage of female respondents perceiving them under the range of scores for vocabulary	Percentage of female respondents under the range of scores for In direct assessment test for vocabulary	Percentage of female respondents under the range of scores for indirect assessment test for grammar	Percentage of female respondents perceiving them under the range of scores for organization	Percentage of female respondents under the range of scores for direct assessment test for organization	Percentage of female respondents under the range of scores for in direct assessment test for grammar
Excellent (Above 80%)	14.1	1.7	9.3	2.2	3	10.1	1.3	0.88	3.5	1.7	0.8
Good (60-79%)	51.1	7.9	41.9	10.1	19.8	26.9	7	32.5	35.7	7.9	16.2
Average (40-59%)	30.4	7.9	40.1	10.5	39.6	49.3	8.3	31.7	51.5	8.8	40
Poor (20-39%)	3.5	7.9	4.8	5.2	31.7	11.5	7.9	24.6	7	9.2	30.8
Very Poor (Below 20%)	0.9	74.4	4	71.8	5.7	2.2	75.3	10.1	2	72.2	11.8

On comparing the perception of the students with their performance in writing, it can be seen that students overestimated their writing. Where a few students (0.9%, 4%, 2.2%, 2%) perceived themselves as 'very poor' in sentence construction, grammar, vocabulary and organization respectively while a significant number of students i.e. 74.4%, 71.8%, 75.3% and 72.2% fall within this category of 'very poor' when assessed through direct assessment test.

rated themselves to be 'good' in grammar. Of all the four sub-skills, both female and male respondents considered vocabulary and organization equally as the weakest of all. The female respondents had an equal mean of 3.27 and male respondents had a mean of 3.30 for vocabulary and organization.

The results showed insignificant difference only in grammar ( $p=0.01^*$ ) see table 22. Spearman Rho correlation showed the highly significant correlation between the gender groups on responses to the strong component in writing ( $1.00^{**}$ ).

#### 5.3.4.2.2 Perception on weak components in writing (Gender).

**Table 23. Perception on Weak Components in Writing (Gender)**

	Female							Male							P-value
	Excellent	Good	Average	Poor	Very poor	M	SD	Excellent	Good	Average	Poor	Very poor	M	SD	
Grammar	7.4	47.4	36.8	7.4	1.1	2.47	0.78	6.1	24.2	46.2	16.7	6.8	2.94	0.96	0.00*
Vocabulary	5.3	32.6	56.8	3.2	2.1	2.64	0.72	5.3	23.5	47.7	21.2	2.3	2.92	0.86	0.01*
Organization	3.2	36.8	54.7	5.3	-	2.62	0.63	2.3	26.5	52.3	15.2	3.8	2.92	0.81	0.00*
Sentence construction	12.6	46.3	34.7	5.3	1.1	2.36	0.81	10.6	40.2	34.1	10.6	4.5	2.58	0.97	0.07

*Notes: All figures are in percentages except mean (M) and standard deviation (SD).*

*The percentages to measure the perceived strong components in writing by students are not merged here. The figure for each category is found in appendix II.*

As can be seen in the table 23 that female respondents rated the four sub-skills in writing in terms of weakness in the order of vocabulary ( $M=2.64$   $SD=.72$ ), organization ( $M=2.62$   $SD=.63$ ), grammar ( $M=2.47$   $SD=.78$ ) and sentence construction ( $M=2.36$   $SD=.81$ ). Male respondents rated in the order of grammar ( $M=2.94$   $SD=.96$ ), vocabulary ( $M=2.92$   $SD=.86$ ) and organization ( $M=2.92$   $SD=.81$ ) equally followed by sentence construction ( $M=2.58$   $SD=.97$ ). Just as vocabulary was

identified as weakest sub-skill by female respondents, grammar was rated as weak sub-skill in writing by male respondents. Only 1.1% and 7.4% female respondents reported themselves to be 'very poor' and 'poor' in vocabulary. 56.8% of female respondents rated themselves as 'average' in vocabulary. Rating grammar as the weakest sub-skill only 16.7% and 6.8% male respondents perceived themselves as 'poor' and 'very poor' respectively. The only area of agreement for both female and male respondents in rating the weak components in writing was sentence construction, with mean of 2.36 and 2.58 respectively. In terms of frequency counts, 46.3% of female respondents and 40.2% male respondents considered themselves as 'good' in sentence construction.

The statistical analysis revealed the difference in the learners' responses to grammar ( $p=0.00^*$ ), vocabulary ( $0.01^*$ ) and organization ( $0.00^*$ ) see table 23. The Spearman Rho correlation showed no significant correlation between the responses of two groups (31).

#### **5.3.4.2.3 Contrasting the responses of the students on strong (item 8) and weak (item 9) components in writing (Analysis by Gender)**

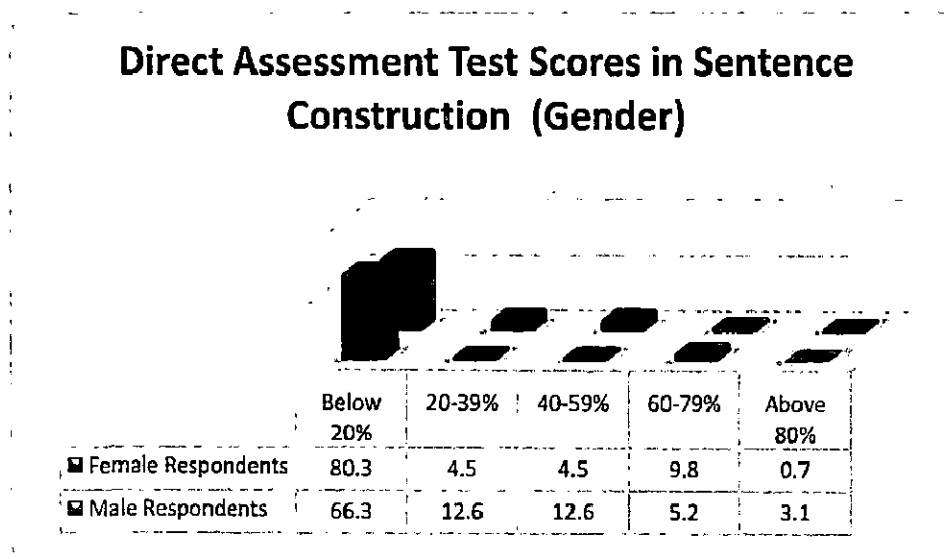
Comparing the responses of female and male respondents on strong and weak components in writing, it is found that responses of both female and male respondents on strong sub-skills (See section 5.3.4.2.1) in writing are quite similar to the responses for weak sub-skills (See section 5.3.4.2.2) in writing. In terms of strong sub-skills in writing, female respondents were similar in response to male respondents when they rated the 4 sub-skills in the same hierarchical order i.e. sentence construction, grammar, vocabulary and organization equally (See table 22).

Inversely, female respondents show similar responses when they rated vocabulary as the weakest sub-skill followed by organization, grammar and sentence construction (See table 23) with only a very slight difference between the means of vocabulary ( $M=2.64$ ) and organization ( $M=2.62$ ). Male respondents show a slight difference in the response to strong and weak components in writing when they reported grammar as weakest component followed by vocabulary and organization equally and sentence construction. Although male respondents show a minor difference between the means of grammar ( $M=2.94$ ) and vocabulary and organization ( $M=2.92$ ).

#### 5.3.4.2.4 Actual Scores of the learners' on four areas i.e. grammar, vocabulary, organization and sentence construction in writing (Gender)

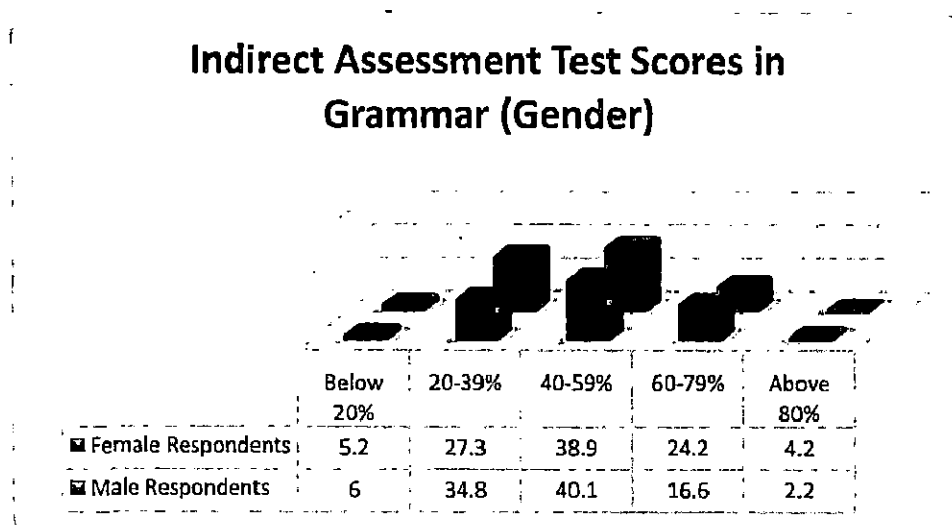
The graphs 5-11 represents the indirect assessment test and direct assessment test scores of the female and male respondents on the four sub-skills in writing. Graph 5 represents only the direct assessment test scores of female and male respondents on sentence construction as a writing sub-skill.

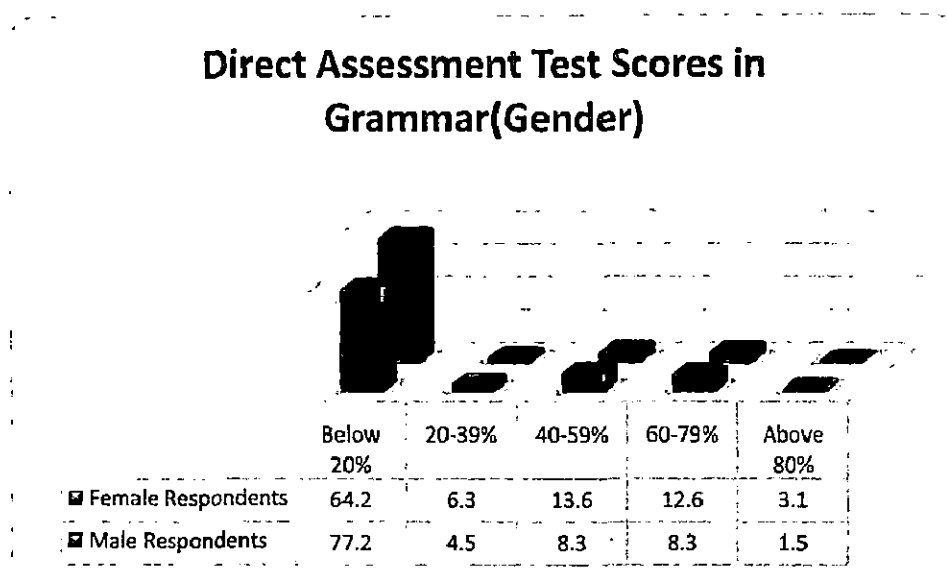
**Graph 5. Direct Assessment Test Scores in Sentence Construction (Gender)**



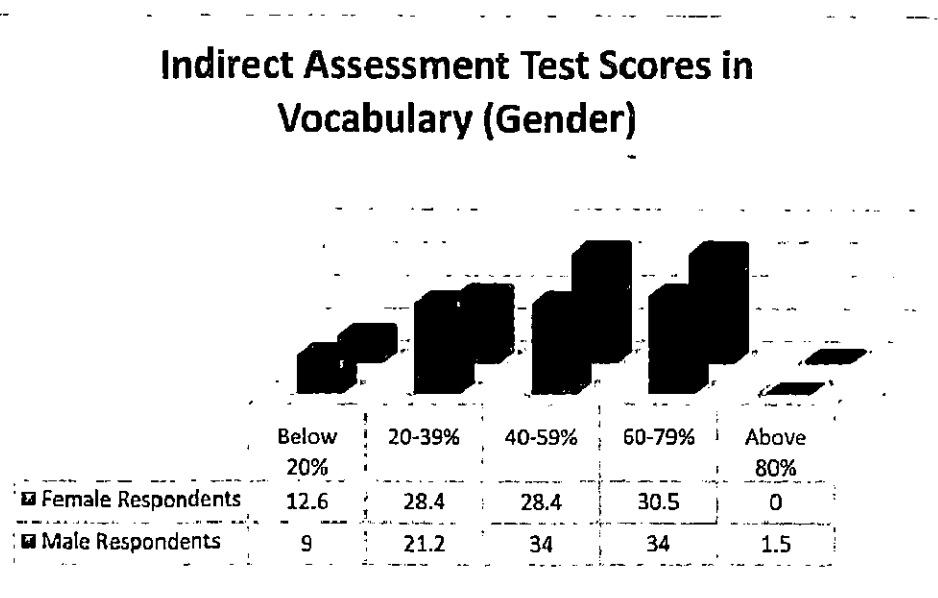
Graph 5 shows that the majority of both female (66.3%) and male (80.3%) respondents falls within the first lowest category of range of marks i.e. 'below 20%' for sentence construction. A low percentage of both female respondents (3.1%) and male respondents (0.7%) scored within the range of 'above 80%'.

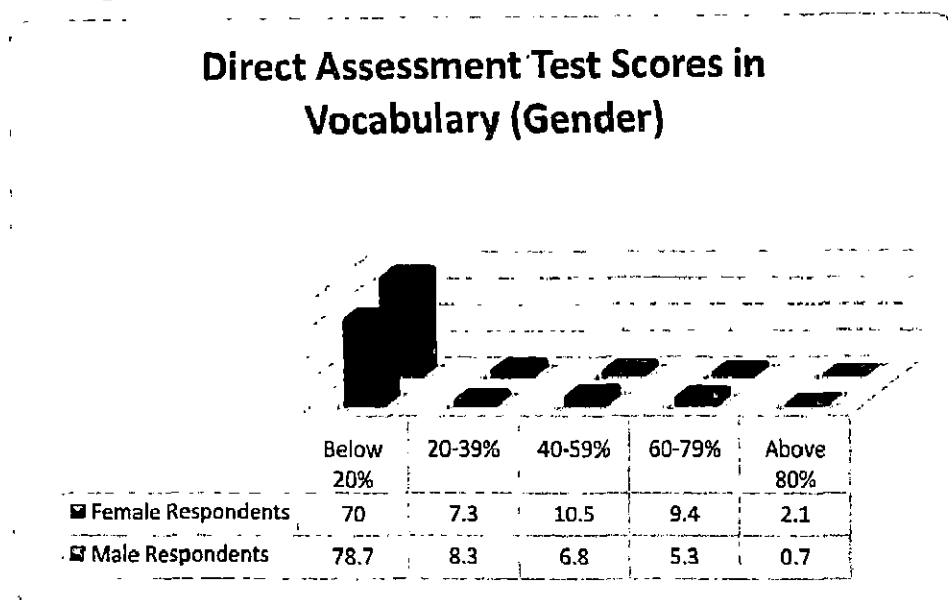
**Graph 6. Indirect Assessment Test Scores in Grammar (Gender)**



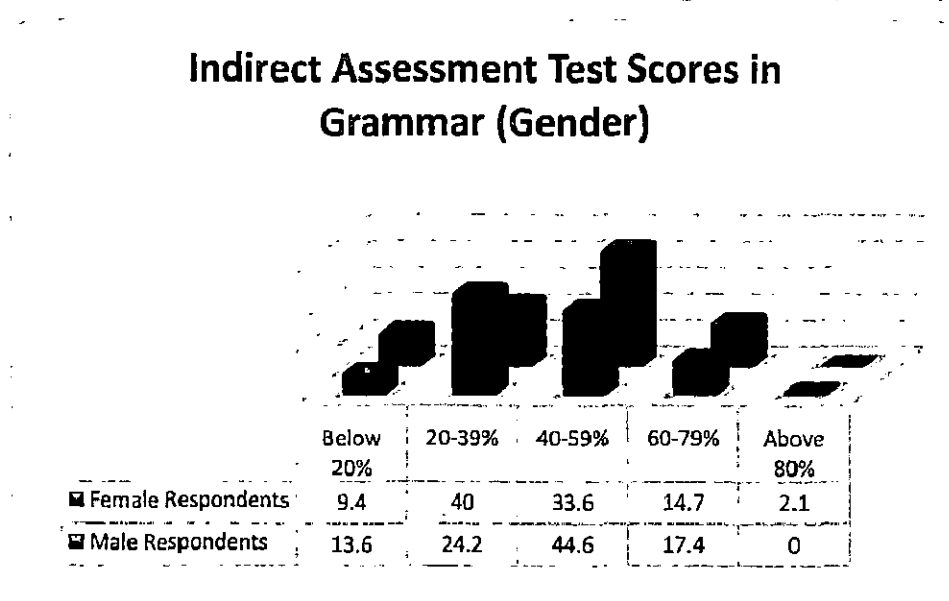
**Graph 7. Direct Assessment Test Scores in Grammar (Gender)**

As can be seen in the graph 6 that both female and male respondents performed better in indirect assessment test. Where majority of both female and male respondents (38.9% and 40.1%) falls within the category of '40-59'% range of marks for indirect assessment test scores in grammar. Majority of both female (64.2%) and male respondents (77.2%) scored 'Below 20'% for direct assessment test in grammar (See graph 7).

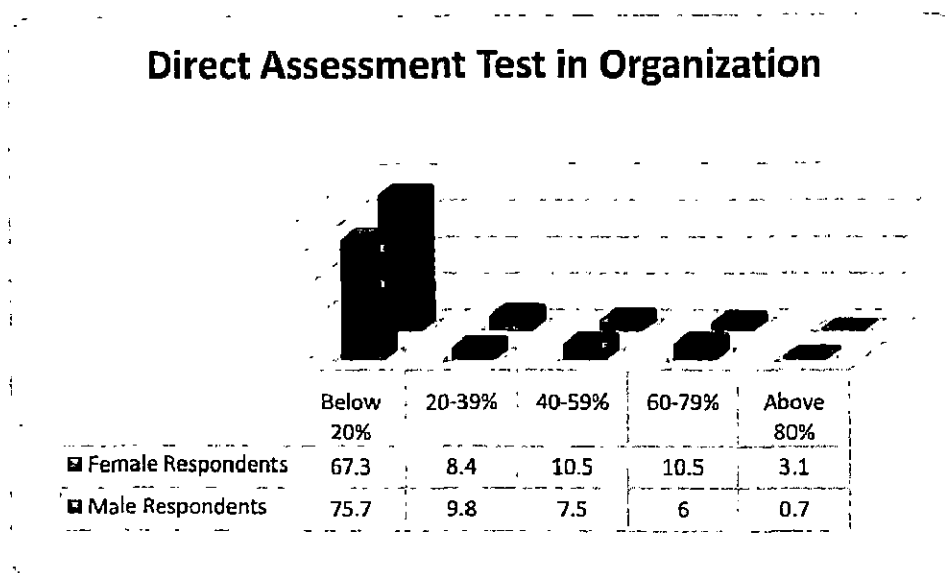
**Graph 8. Indirect Assessment Test Scores in Vocabulary (Gender)**

**Graph 9. Direct Assessment Test Scores in Vocabulary (Gender)**

In indirect assessment test scores the percentages of both female and male respondents are almost equally distributed (i.e. 28.4% and 21.2%, 28.4% and 34%, 30.5% and 34%) falls within the range of '29-30%', '40-59%' and '60-79%' respectively. 12.6% female respondents and 9% male respondents falls below 20% marks. On the other hand, 78.7% female and 70% male respondents falls 'below 20%' in direct assessment test scores in vocabulary. Only 2.1% female and 0.7% male respondents scored 'above 80%'.

**Graph 10. Indirect Assessment Test Scores in Organization (Gender)**



**Graph 11. Direct Writing Test Scores in Organization (Gender)**

As can be seen in the graph 10 and 11 the majority of female and male respondents i.e. 33.6% and 44.6% respectively falls within the range of 40-69% in indirect assessment test whereas in direct assessment test in organization majority of female(75.7%) and male (67.3%) respondents scored 'below 20%' respectively.

#### **5.3.4.2.5 Difference between the perception of learners' and their performance on the strong or weak areas in writing (Gender)**

Table 24-27 shows the difference between the perception of female and male respondents with their performance on four sub-skills in writing (Sentence construction, grammar, vocabulary, organization).

**Table 24. Comparing Perception and Performance of Students in Sentence Construction (Gender)**

Range of Marks	Sentence Construction			
	Percentage of female respondents perceiving them under the range of scores for sentence construction	Percentage of female respondents under the range of scores for sentence construction	Percentage of male respondents perceiving them under the range of scores for sentence construction	Percentage of male respondents under the range of scores for sentence construction
Excellent (Above 80%)	11.4	3.1	17.9	0.7
Good (60-79%)	53.8	5.2	47.4	9.8
Average (40-59%)	28	12.6	33.7	4.5
Poor (20-39%)	5.3	12.6	1.1	4.5
Very Poor (Below 20%)	1.5	66.3	-	80.3

The findings show that both female and male respondents had much higher perception than their actual writing performance for all sub-skills in writing. The most striking finding is that though none of the male respondents perceived themselves as 'very poor' in sentence construction, majority of them (80.3%) falls within the category of 'very poor' in their writing performance in sentence construction. Most likely, 1.5% female respondents considered them as 'very poor' 66.3% of them scored 'below 20%'. Female and male respondents had much higher perception within the range of '60-79%'. 53.8% female respondents perceived themselves as good only 5.2% of male respondents believed themselves to be good. Similarly, 9.8% male respondents scored within the range of 'good' whereas 47.4% male respondents perceived themselves as 'good'.

**Table 25. Comparing Perception and Performance of Students in Grammar (Gender)**

Range of Scores	Grammar					
	Female			Male		
	Percentage of female respondents perceiving them under the range of scores for grammar	Percentage of female respondents under the range of scores for grammar on indirect assessment test	Percentage of female respondents under the range of scores for grammar on direct assessment test	Percentage of female respondents perceiving them under the range of scores for grammar	Percentage of female respondents under the range of scores for grammar on indirect assessment test	Percentage of female respondents under the range of scores for grammar on direct assessment test
Excellent (Above 80%)	10.6	4.2	3.1	7.4	2.27	1.5
Good (60-79%)	34.8	24.2	12.6	51.6	16.6	8.3
Average (40-59%)	41.7	38.9	13.6	37.9	40.1	8.3
Poor (20-39%)	6.1	27.3	6.3	3.2	34.8	4.5
Very Poor (Below 20%)	6.8	5.2	64.2	-	6	77.2

The respondents (both female and male) perception is again higher than their writing performance in grammar. It can also be seen that the students performed better in indirect assessment test than direct assessment test. Most of the female respondents (41.7%) perceived themselves to be 'average' while only 12.6% of them fall within this category when assessed through direct assessment test. Their perception is quite similar to their scores in indirect assessment test in writing for grammar. Male respondents overestimated their ability in grammar when no male respondent perceived them as 'very poor' though 77.2% male respondents scored within this category (See table 25).

**Table 26. Comparing Perception and Performance of Students in Vocabulary  
(Gender)**

Range of Scores	Vocabulary					
	Female			Male		
	Percentage of female respondents perceiving them under the range of scores for vocabulary	Percentage of female respondents under the range of scores for vocabulary on indirect assessment test	Percentage of female respondents under the range of scores for vocabulary on direct assessment test	Percentage of female respondents perceiving them under the range of scores for vocabulary	Percentage of female respondents under the range of scores for vocabulary on indirect assessment test	Percentage of female respondents under the range of scores for vocabulary on direct assessment test
Excellent (81-100%)	12.9	-	2.1	6.3	1.5	.7
Good (61-80%)	23.5	30.5	9.4	31.6	34	5.3
Average (41-60%)	43.9	28.4	10.5	56.8	34	6.8
Poor (21-40%)	16.7	28.4	7.3	4.2	21.2	8.3
Very Poor (Below 20%)	3.0	12.6	70	1.1	9	78.7

Looking at the performance of the female and male respondents it can be seen that where only 3% male and 1.1% female respondents perceived themselves to be 'very poor' in vocabulary 70% female and 78.7% male respondents scored within this range. However, only 12.6% and 9% female and male respondents scored in indirect assessment test in vocabulary .Within the range of 'above 80%' where 12.9% female respondents and 6.3% male respondents perceived themselves to be 'excellent'2.1% and .7% female and male respondents falls within this range for direct assessment.

None of the female respondents and 1.5% of male respondents scored in indirect assessment test.

**Table 27. Comparing Perception and Performance of Students in Organization (Gender)**

Range of Scores	Organization					
	Female			Male		
	Percentage of female respondents perceiving them under the range of scores for organization	Percentage of female respondents under the range of scores for organization indirect assessment test	Percentage of female respondents under the range of scores for organization on direct assessment test	Percentage of female respondents perceiving them under the range of scores for organization	Percentage of female respondents under the range of scores for organization on indirect assessment test	Percentage of female respondents under the range of scores for organization on direct assessment test
Excellent (Above 80%)	3.8	2.1	3.1	17.9	-	0.7
Good (60-79%)	35.6	14.7	10.5	47.4	17.4	6.0
Average (40-59%)	47.7	33.6	10.5	33.7	44.6	7.5
Poor (20-39%)	9.1	40	8.4	1.1	24.2	9.8
Very Poor (Below 20%)	3.8	9.4	67.3	-	13.6	75.7

Similar to the response for other sub-skills the students' perception is higher than their performance in organization. Where 9.1% female and 1.1% male respondents falls for 'poor' range, 40% female respondents and 24.2% male respondents performed 'poor' in indirect assessment test in organization. 8.4% female respondents and 9.8% male respondents scored for poor in organization. As can be seen in the table 27 above where 3.8% female respondents perceived themselves to be 'very poor' 67.3% female respondents scored within this range through direct assessment test. None of the male

respondents perceived themselves to be 'very poor' 75.7% scored within this range through direct assessment test.

### **5.3.4.3 Analysis by Faculty**

#### **5.3.4.3.1 Perception on Strong Components in Writing (Faculty)**

Table 28 shows the percentage and the mean of the responses of students of 5 faculties. It also shows the relative difference of the responses of each group with the help of ANOVA. Analysis of variance shows significant difference with grammar (.00\*) and vocabulary (.04\*). However no significant correlation is found within any of the groups of different faculties i.e. Arts and Social Science (.60), Arts and Commerce(.80), Arts and Science (.73), Arts and Life Science(.40), Social Science and Commerce(.80), Social Science and Science (.94), Social Science and Life Science (.20), Commerce and Science(.94), Commerce and Life Science(.20), Science and Life Science(.31).

When looking at the results of the students of different faculties, it was found that the overall mean for all the five faculties ranged from 3.06-4.32. Of all the five faculties, the students of faculty of Social Science got the highest mean range from 4.32-3.55. Where students of faculties of Social Science, Commerce, Science and Life Science perceived sentence construction as the strongest sub-skill with the high mean score of 4.32, 3.66, 3.81 and 3.95 respectively students of all the faculties perceived themselves as weak in vocabulary and organization. In spite of rating vocabulary and organization as lowest in strong sub-skills in writing the faculty of Social Science gives a high mean of 4.08 for vocabulary and 3.55 for organization. The faculties of Arts, Commerce, Science and Life Science has a means of 3.32 and 3.39, 3.06 and 3.25, 3.39 equally and 3.58 and 3.50 for vocabulary and organization respectively. One of the noticeable finding is that none of the students of faculty of Arts considered themselves as 'very poor' and 'poor' in sentence construction as well as vocabulary and organization. None of the students of faculty of Life Science rated themselves as 'very poor' in any of the writing sub-skill. 12.5%, 8.9% and 7.9% students of faculty of Arts considered themselves as 'poor' in vocabulary, organization and sentence construction. Only the students from Life Science faculty found grammar as the weakest component ( $M=3.41$   $SD=.58$ ). Where 45.8% students of faculty of Life Science rated themselves as 'good' 50% students of faculty of Life Science considered themselves as 'average' in grammar (See table 28).

Table 28. Perceived Strong Sub skill in writing (Faculty)

	ARTS					SOCIAL SCIENCE					COMMERCE					SCIENCE					LIFE SCIENCE					P-value										
	Excellent	Good	Average	Poor	Very poor	SD	M	SD	Excellent	Good	Average	Poor	Very poor	SD	M	SD	Excellent	Good	Average	Poor	Very poor	SD	M	SD	Excellent		Good	Average	Poor	Very poor	SD	M	SD			
Grammar	16.1	48.2	28.6	3.6	3.6	3.54	0.91	47.5	31.1	11.5	4.9	4.9	4.11	1.11	8.3	31.3	52.1	2.1	6.3	3.33	0.9	10.5	47.4	31.6	7.9	2.6	3.55	0.89	-	45.8	50	4.2	-	3.41	0.58	.00*
Vocabulary	14.3	16.1	57.1	12.5	-	3.32	0.87	41	37.7	13.1	4.9	3.3	4.08	1.02	4.2	20.8	56.3	14.6	4.2	3.06	0.83	10.5	34.2	44.7	5.3	2.3	3.39	0.94	16.7	37.5	33.3	12.5	-	3.58	0.92	.04*
Organization	3.6	41.1	46.4	8.9	-	3.39	0.7	14.8	45.9	23	13.1	3.3	3.55	1	-	41.7	45.5	8.3	4.2	3.25	0.78	2.6	42.1	47.4	7.9	-	3.39	0.67	4.2	45.8	45.8	4.2	-	3.5	0.65	0.1
Sentence Construction	16.1	37.5	39.3	7.9	-	3.62	0.84	59	26.2	6.5	4.9	3.3	4.32	1.02	8.3	55.3	29.2	6.3	-	3.66	0.72	13.2	55.3	31.6	-	-	3.81	0.65	20.8	54.2	25	-	-	3.95	0.69	0.1

Notes: All the figures are in percentages except mean (M) and standard deviation (SD).

The percentages to measure the perceived strong components in writing are not merged here. The figure for each category is found in appendix II.

#### 5.3.4.3.2 Perception on Weak Components in Writing (Faculty)

The results show that there were some differences between the mean of faculties in rating their weak sub- skills in writing. The results show that students of faculty of Arts rated organization ( $M=2.75$   $SD=0.85$ ) as the weakest sub-skill followed by vocabulary ( $M=2.68$   $SD=0.83$ ). Students of faculty of Social Science ( $M=3.36$   $SD=0.89$ ) and Life Science ( $M=3.04$   $SD=0.85$ ) rated grammar as the weakest sub-skill followed by vocabulary. Students of faculty of Commerce ( $M= 2.91$   $SD=0.79$ ) and Science ( $M=2.86$   $SD=0.90$ ) rated vocabulary as the weakest sub-skill followed by organization. Results show that none of the students of faculty of nor considered themselves as 'very poor' nor as 'excellent'. Analysis also showed significant differences in the mean scores for all the sub skills in writing i.e. grammar ( $p=0.00^*$ ), vocabulary ( $.02^*$ ), organization ( $.01^*$ ) and sentence construction ( $.01^*$ ). Moreover, there was no significant correlation between any of the faculties Arts and Social Science ( $-.10$ ), Arts and Commerce( $.80$ ), Arts and science ( $.60$ ), Arts and Life Science( $.20$ ), Social Science and Commerce( $.21$ ), Social Science and Science ( $-.31$ ), social science and Life Science ( $.94$ ), Commerce and Science( $.80$ ), Commerce and Life Science( $.40$ ), Science and Life Science( $-.20$ ).



Table 29. Perception on Weak Sub Skills in Writing (Faculty)

	ARTS							SOCIAL SCIENCE							COMMERCE							SCIENCE							LIFE SCIENCE							P-value
	Excellent	Good	Average	Poor	Very poor	M	SD	Excellent	Good	Average	Poor	Very poor	M	SD	Excellent	Good	Average	Poor	Very poor	M	SD	Excellent	Good	Average	Poor	Very poor	M	SD	Excellent	Good	Average	Poor	Very poor	M	SD	
Grammar	5.4	8.9	32.9	44.6	7.1	2.61	0.94	6.6	3.93	42.6	6.6	4.9	3.36	0.89	6.3	10.4	52.1	25	6.3	2.85	0.92	6.2	10.5	31.6	44.7	10.5	2.5	0.92	8.3	12.5	54.2	25	-	3.04	0.85	.00*
Vocabulary	1.8	10.7	48.2	32.1	7.1	2.68	0.83	8.2	32.8	45.9	11.5	1.6	3.34	0.85	2.1	16.7	56.3	20.8	4.2	2.91	0.79	5.3	13.2	50	26.3	5.3	2.86	0.9	-	41.7	29.2	25	4.2	2.91	0.92	.02*
Organization	3.6	10.7	48.2	32.1	5.4	2.75	0.85	6.6	18	65.6	4.9	4.9	3.16	0.82	4.2	10.4	54.2	31.3	-	2.87	0.76	-	5.3	63.2	31.6	-	2.73	0.55	-	16.7	45.8	35.7	-	2.79	0.72	.01*
Sentence Construction	3.6	10.7	37.7	35.7	14.3	2.53	0.99	14.8	55.7	24.6	1.6	3.3	3.16	0.82	-	8.3	37.5	45.8	8.3	2.45	0.77	2.6	13.2	31.6	39.5	13.2	2.52	0.97	4.2	4.2	33.3	45.8	12.5	2.41	0.92	.01*

Notes: All the figures are in percentages except mean (M) and standard deviation (SD).

The percentages to measure the perceived strong components in writing are not merged here. The figure for each category is found in appendix II.

#### **5.3.4.3.3 Contrasting the responses of the students on strong (item 8) and weak (item 9) components in writing (Analysis by Gender)**

Comparing the responses of the students of different faculties on their writing perception, it was found that there was not much difference in their responses on strong or weak components in writing regarding the strong areas in writing. The responses of the students of faculty of Commerce regarding strong components (sub-skills) did not show any difference when compared with response to weak components in writing. They considered sentence construction as their strongest area followed by grammar, organization and vocabulary (See table 28 and 29). The responses of the students of other faculties show a slight difference in responses when rating for strong and weak sub-skills in writing. The students of faculty of Arts rated grammar as the strongest sub-skill in writing followed by sentence construction, organization and vocabulary. In terms of weak sub-skill the students of faculty of Arts rated in the order of organization, vocabulary, and grammar and sentence construction. Students of faculty of social Science shows differing perception on strong and weak sub-skills in writing. Students of faculty of Social Science rated sentence construction as the strongest sub-skill followed by grammar, vocabulary and organization. Inversely, the students of faculty of Social Science rated grammar as the weakest sub-skill followed by vocabulary. Organization and Sentence construction was rated lowest equally in terms of weak sub skill. For rating the strong sub-skills in writing the students of faculty of Science rated in the order of Sentence construction, vocabulary and organization equally followed by grammar whereas for rating the weak sub-skills in writing they rated in the order of vocabulary, organization followed by grammar and sentence construction equally. Faculty of students of Life Science rated in the order of sentence construction, vocabulary, organization and grammar in terms of strong sub-skills in writing likely the students of Life Science rated the weak sub-skills in the order of grammar, vocabulary, organization and sentence construction.

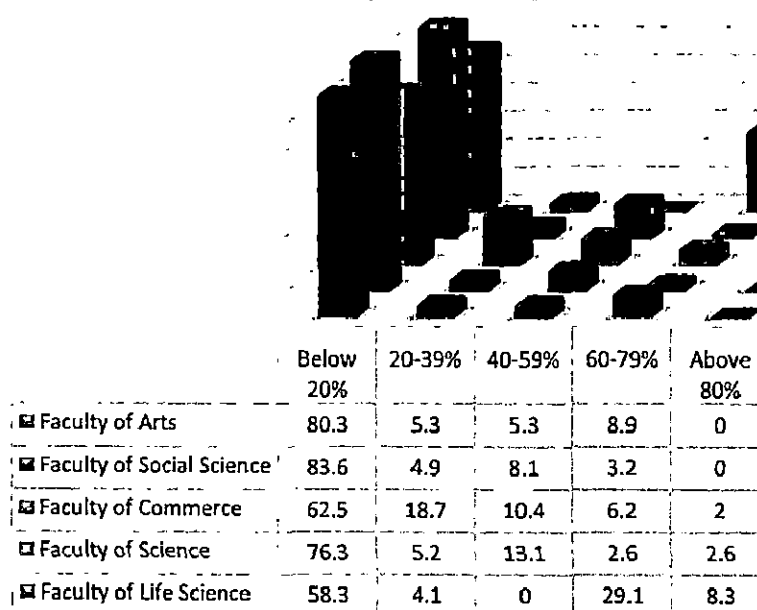
The students of all the faculties do not show much variance in terms of frequency in rating strong or weak sub-skills in writing.

#### 5.3.4.3.4 Actual Scores of the learners' on four areas namely, grammar, vocabulary, organization and sentence construction in writing (Faculty)

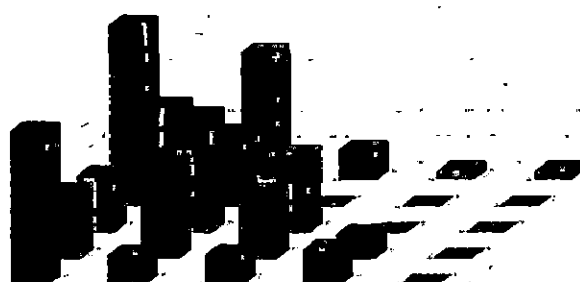
Graphs from 12-18 gives the actual writing scores for the five student groups of the faculties on each of the four sub-skills associated with writing.

**Graphs 12. Direct Assessment Test Scores in Sentence Construction (Faculty)**

#### Direct Assessment Test Scores in Sentence Construction (Faculty)



Graph 12 represents the percentage of students of five faculties falling with the 5 different range of marks. It shows that the performance scores of the students of all the faculties were lower than their perception. The findings show that a substantial number of students 80.3%, 83.6%, 62.5%, 76.3%, 58.3% of Arts, Social Science, Commerce, Science and Life Science fall in the range of 'below 20%' in sentence construction. While none of the student from faculty of Arts and Social Science and only 2%, 2.6% and only 8.3% students of faculties of Commerce, Science and Life Science ranged 'above 80%' respectively.

**Graph 13. Indirect Assessment Test Scores in Grammar (Faculty)****Indirect Assessment Test Scores in Grammar  
(Faculty)**

	Below 20%	20-39%	40-59%	60-79%	Above 80%
■ Faculty of Arts	60.7	12.3	12.6	14.4	0
■ Faculty of Social Science	26.6	37.7	26.3	10.4	0
■ Faculty of Commerce	22.9	45.8	31.2	0	0
■ Faculty of Science	71	28.9	0	0	0
■ Faculty of Life Science	29.1	50	12.7	4.1	4.1

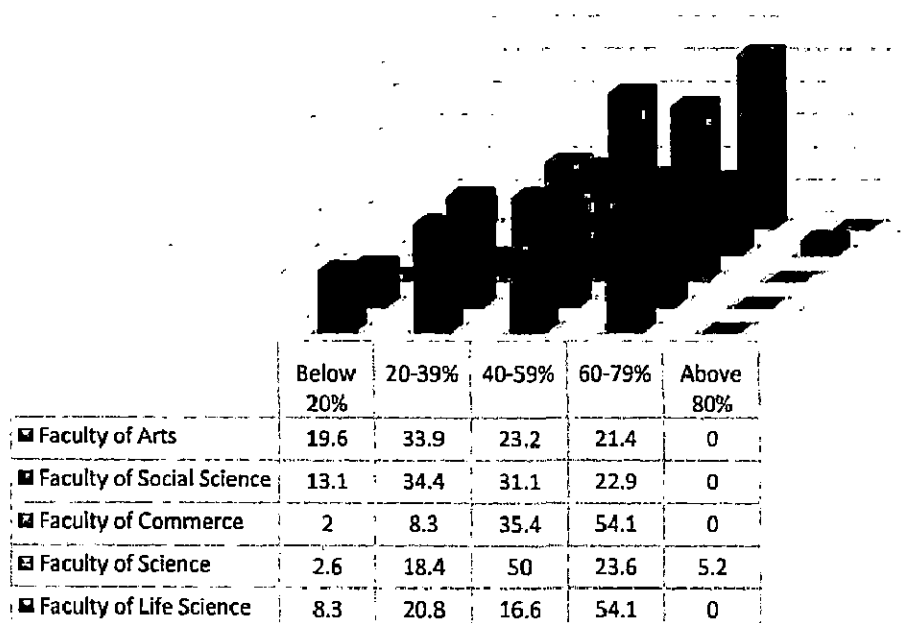
**Graph 14. Direct Assessment Test Scores in Grammar (Faculty)****Direct Assessment Test Scores in Grammar (Faculty)**

	Below 20%	20-39%	40-59%	60-79%	Above 80%
■ Faculty of Arts	80.3	3.5	5.3	8.9	1.7
■ Faculty of Social Science	83.6	1.6	8.1	6.5	0
■ Faculty of Commerce	60.4	12.5	12.5	10.4	4.2
■ Faculty of Science	65.7	5.2	13.1	15.7	0.3
■ Faculty of Life Science	54.1	4.1	20.8	12.5	8.5

Graph 14 shows that majority of students of faculties Arts (80.3%) and Social Science (83.6%) scored below 20% while only 1.7% students of Arts and none of the student of the faculty Social Science scored 'above 80'%.

**Graph 15. Indirect Assessment Test Scores in Vocabulary (Faculty)**

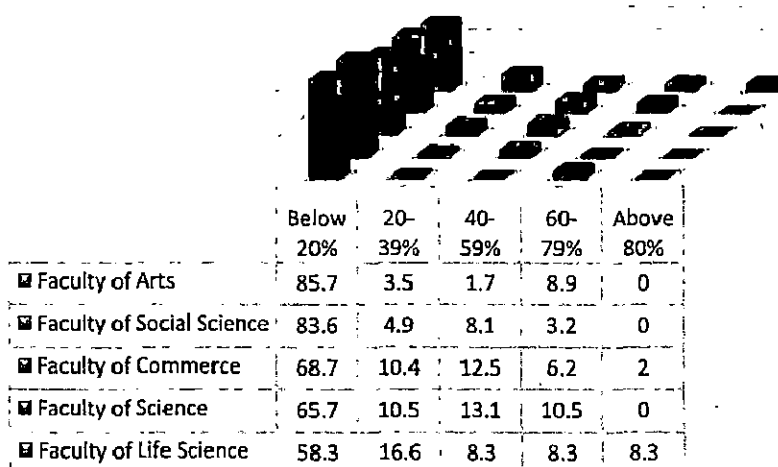
### Indirect Assessment Test Scores in Vocabulary (Faculty)



Graph 15 represents the indirect assessment test scores of the students of different faculties shows that none of the students of faculties of Arts, Social science, Commerce and Life Science scored above 80%. 5.2% students of faculty of Science scored above 80%.

**Graph 16. Direct Assessment Test Scores in Vocabulary (Faculty)**

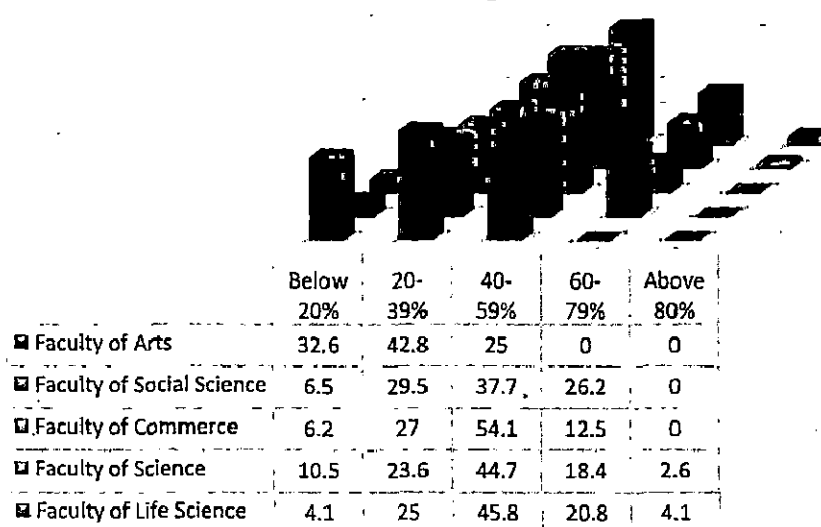
### Direct Assessment Test Scores in Vocabulary (Faculty)



As can be seen in graph 16 that majority of students of all the faculties fall within the range of below 20% marks in direct assessment test in vocabulary.

**Graph 17. Indirect Assessment Test Scores on Organization (Faculty)**

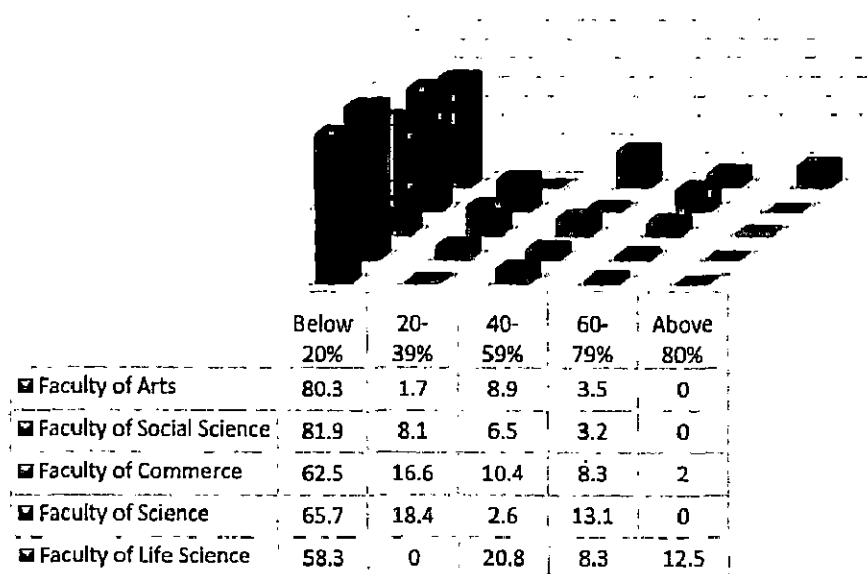
### Indirect assessment Test Scores in Organization (Faculty)



Graph 17 shows that none of the students of faculty of Arts, Social Science and Commerce scored above 80% in indirect assessment test in organization. Majority of the students of all the faculties fall within the range of 40-59%.

**Graph 18. Direct Assessment Test Scores in Organization**

**Direct assessment Test Scores in Organization  
(Faculty)**



As can be seen in the graph 18 that majority of students (80.3 %, 81.9%, 62.5% 65.7% and 58.3%) students of faculties of Arts, Social Science, Commerce, science and Life Science scored below 20%. Very few students falls in the range of 40-59%, 60-79% and above 80% in direct assessment test in organization.

### 5.3.4.3.5 Difference between the perception of learners' and their actual scores on the strong or weak areas in writing (Faculty)

**Table 30. Comparing Perception and Performance of Students in Sentence Construction (Faculty)**

Range of Marks	Arts		Social Science		Commerce		Science		Life Science	
	Percentage of students perceiving them under the range of scores for sentence construction	Percentage of students scored under the range of marks for sentence construction	Percentage of students perceiving them under the range of scores for sentence construction	Percentage of students scored under the range of marks for sentence construction	Percentage of students perceiving them under the range of scores for sentence construction	Percentage of students scored under the range of marks for sentence construction	Percentage of students perceiving them under the range of scores for sentence construction	Percentage of students scored under the range of marks for sentence construction	Percentage of students perceiving them under the range of scores for sentence construction	Percentage of students scored under the range of marks for sentence construction
Excellent (81-100%)	16.1	-	59	-	8.3	2	13.2	2.6	20.8	8.3
Good (61-80%)	37.5	8.9	26.2	3.2	56.3	6.2	55.3	2.6	54.2	29.1
Average (41-60%)	39.3	5.3	6.6	8.1	29.2	10.4	31.6	13.1	25	-
Poor (21-40%)	7.9	5.3	4.9	4.9	6.3	18.7	-	5.2	-	4.1
Very Poor (Below 20%)	-	80.3	3.3	83.6	-	62.5	-	76.3	-	58.3

As can be seen in the table 30 above that the students of all the faculties have high perception when compared with their performance in writing. Responses show that none of the students of faculty of Arts, Commerce, Science and Life Science perceived themselves to be very poor in sentence construction. On the other hand, 80.3%, 62.5%, 76.3% and 58.3% students scored very poorly respectively. Where 3.3% students of faculty of Social Science perceived themselves to be very poor. 83.6% students falls within this category. Also, 59% students of faculty of Social Science perceived them to be excellent while none of the students of faculty of Social Science scored 'above 80% for excellent in sentence construction in both direct and indirect assessment test. None of the students from faculty of Life Science perceived themselves to be 'poor' and 'very poor' in sentence construction. Excellent. Notwithstanding, 58.3% students scored 'below 20%'.



Table 31. Comparing Perception and Performance of Students in Grammar (Faculty)

Range of Marks	Arts			Social Science			Commerce			Science			Life Science		
	Percentage of female respondents under the range of scores for grammar in direct assessment test	Percentage of female respondents under the range of scores for grammar in indirect assessment test	Percentage of female respondents perceiving them under the range of scores for grammar	Percentage of female respondents under the range of scores for grammar in direct assessment test	Percentage of female respondents under the range of scores for grammar in indirect assessment test	Percentage of female respondents perceiving them under the range of scores for grammar	Percentage of female respondents under the range of scores for grammar in direct assessment test	Percentage of female respondents under the range of scores for grammar in indirect assessment test	Percentage of female respondents perceiving them under the range of scores for grammar	Percentage of female respondents under the range of scores for grammar in direct assessment test	Percentage of female respondents under the range of scores for grammar in indirect assessment test	Percentage of female respondents perceiving them under the range of scores for grammar	Percentage of female respondents under the range of scores for grammar in direct assessment test	Percentage of female respondents under the range of scores for grammar in indirect assessment test	Percentage of female respondents perceiving them under the range of scores for grammar
Excellent (81-100%)	16.1	0	1.7	47.5	-	-	8.3	0	4.5	10.5	0	0.3	4.1	8.5	12.5
Good (61-80%)	48.2	14.4	8.9	31.1	10.4	6.5	31.3	0	10.4	47.4	0	15.7	4.1	4.1	45.8
Average (41-60%)	28.6	12.6	5.3	11.5	26.3	8.1	52.1	31.2	12.8	31.6	0	13.1	12.7	50	20.8
Poor (21-40%)	3.6	12.3	3.5	4.9	37.7	1.6	2.1	45.8	12.5	7.9	28.9	5.2	50	4.2	4.1
Very Poor (Below 20%)	3.6	60.7	80.3	4.9	26.6	83.6	6.3	22.9	60.4	2.6	71	65.7	29.1	-	54.1

The table 31 above shows the differences between the perception and performance of the students of different faculties in grammar. It shows that 47.5% students of faculty of social Science perceived themselves to be excellent in grammar while none of the student scored within this range for both direct as well as indirect assessment test. None of the student of faculty of Life Science perceived themselves as excellent nor perceived themselves as very poor in grammar. Results show that only 4.1% and 8.5% students of faculty of Life Science falls within the category of excellent for indirect and direct assessment test in grammar respectively. 54.1% students of faculty of Life Science falls within the category of very poor in direct assessment test in grammar. A large number (80.3%, 83.6%) students of faculty of Arts and Social Science falls within the category of very poor in direct assessment test in grammar.

Table 32. Comparing Perception and Performance of Students in Vocabulary (Faculty)

Range of Marks	Arts			Social Science			Commerce			Science			Life Science		
	Percentage of female respondents under the range of scores for vocabulary on direct assessment test			Percentage of female respondents under the range of scores for vocabulary on indirect assessment test			Percentage of female respondents perceiving them under the range of scores for vocabulary			Percentage of female respondents under the range of scores for vocabulary on direct assessment test			Percentage of female respondents under the range of scores for vocabulary on indirect assessment test		
	Percentage of female respondents perceiving them under the range of scores for vocabulary			Percentage of female respondents perceiving them under the range of scores for vocabulary			Percentage of female respondents perceiving them under the range of scores for vocabulary			Percentage of female respondents perceiving them under the range of scores for vocabulary			Percentage of female respondents perceiving them under the range of scores for vocabulary		
	Percentage of female respondents under the range of scores for vocabulary on direct assessment test	Percentage of female respondents under the range of scores for vocabulary on indirect assessment test	Percentage of female respondents perceiving them under the range of scores for vocabulary	Percentage of female respondents under the range of scores for vocabulary on direct assessment test	Percentage of female respondents under the range of scores for vocabulary on indirect assessment test	Percentage of female respondents perceiving them under the range of scores for vocabulary	Percentage of female respondents under the range of scores for vocabulary on direct assessment test	Percentage of female respondents under the range of scores for vocabulary on indirect assessment test	Percentage of female respondents perceiving them under the range of scores for vocabulary	Percentage of female respondents under the range of scores for vocabulary on direct assessment test	Percentage of female respondents under the range of scores for vocabulary on indirect assessment test	Percentage of female respondents perceiving them under the range of scores for vocabulary	Percentage of female respondents under the range of scores for vocabulary on direct assessment test	Percentage of female respondents under the range of scores for vocabulary on indirect assessment test	Percentage of female respondents perceiving them under the range of scores for vocabulary
Excellent (Above 80%)	14.3	-	-	41	-	-	4.2	-	2	-	5.2	10.5	16.7	-	8.3
Good (60-79%)	16.1	21.4	8.9	37.7	22.9	3.2	20.8	54.1	6.2	23.6	34.2	34.2	37.5	54.1	8.3
Average (40-59%)	57.1	23.2	1.7	13.1	31.1	8.1	56.3	35.4	12.5	50	44.7	44.7	33.3	16.6	8.3
Poor (20-39%)	12.5	33.9	3.5	4.9	22.9	4.9	14.6	54.1	10.4	23.6	5.3	5.3	12.5	20.8	16.6
Very Poor (below 20%)	-	19.6	85.7	3.3	-	83.6	4.2	-	68.7	-	2.3	2.3	-	8.3	58.3

The responses of the students shows that none of the students of the faculties of Arts, Social Science, Commerce, Science and Life Science perceived themselves as very poor in vocabulary though 85.7%, 83.6%, 68.7%, 65.7% and 58.3% students scored within the range of very poor in vocabulary respectively in direct assessment test.

Table 33. Comparing Perception and Performance of Students in Organization (Faculty)

Range of Marks	Arts			Social Science			Commerce			Science			Life Science		
	Percentage of female respondents under the range of scores for organization in direct assessment test	Percentage of female respondents under the range of scores for organization in indirect assessment test	Percentage of female respondents perceiving them under the range of scores for organization	Percentage of female respondents under the range of scores for organization in direct assessment test	Percentage of female respondents under the range of scores for organization in indirect assessment test	Percentage of female respondents perceiving them under the range of scores for organization	Percentage of female respondents under the range of scores for organization in direct assessment test	Percentage of female respondents under the range of scores for organization in indirect assessment test	Percentage of female respondents perceiving them under the range of scores for organization	Percentage of female respondents under the range of scores for organization in direct assessment test	Percentage of female respondents under the range of scores for organization in indirect assessment test	Percentage of female respondents perceiving them under the range of scores for organization	Percentage of female respondents under the range of scores for organization in direct assessment test	Percentage of female respondents under the range of scores for organization in indirect assessment test	Percentage of female respondents perceiving them under the range of scores for organization
Excellent (Above 80%)	-	-	3.6	-	14.8	-	-	-	-	2	2.6	2.6	-	4.1	4.2
Good (60-79%)	3.5	-	41.1	26.2	45.9	3.2	12.5	41.7	42.1	8.3	18.4	42.1	13.1	25	45.8
Average (40-59%)	8.9	25	46.4	37.7	23	6.5	54.1	45.5	47.4	10.4	44.7	47.4	2.6	45.8	45.8
Poor (20-39%)	1.7	42.8	8.9	29.5	13.1	8.1	27	8.3	7.9	16.6	23.6	7.9	18.4	20.8	4.2
Very Poor (below 20%)	80.3	32.6	-	6.5	3.3	81.9	6.2	4.2	-	62.5	10.5	-	65.7	4.1	-

The table 33 clearly shows the difference between the perception and performance of the students of all the faculties. It clearly shows that like the other sub-skills students of all the faculties show high perception for organizational sub-skill also. 80.3%, 81.9%, 62.5%, 65.7% and 12.5% students of faculties of Arts, social Science, commerce, Science and Life Science scored below 20% whereas none of the students of faculty of Arts, Science and Life Science considered themselves to be very poor.

#### 5.4 Respondents' perception of Compulsory English course.

##### 5.4.1 Level of difficulty of first year students in various writing genres.

The following sections 5.4.1.1-5.4.1.3 discusses the perception of first year respondents' difficulty in various writing genres. Difficulty level of the respondents was categorized into three groups: most difficult and difficult (5 and 4), moderate (3) and less and least difficult (2 and 1). Since 5 represents most difficult and 1 represents least difficult 3 represents moderate. It is assumed that score above 3 can be interpreted as difficult.

##### 5.4.1.1 Overall analysis

**Table 34. Level of Difficulty of First Year Students in Various Writing Genres (n=227)**

	Most difficult & difficult	Moderate	Less difficult & least difficult	M	SD
Précis writing	34.9	35.7	29.5	3.07	1.07
Writing curriculum vitae	22.5	32.6	45	2.61	1.12
Note taking	18.9	33.5	47.6	2.59	1.04
Note making	16.8	31.3	52	2.48	1.01
Summarizing	17.2	26.9	56	2.46	1.04
Descriptions (describing self and others)	13.3	27.8	59	2.25	1.12
Paragraph writing	7.4	25.1	67.4	2.14	0.90
Writing letters	8	25.6	66.6	2.13	0.97

*Notes: All the figures are in percentages except mean (M) and standard deviation (SD). The percentages for 'most difficult' and 'difficult' are summed together. Similarly 'less difficult' and 'least difficult' are summed together. The figures for each category are found in appendix II*

Table 34 summarizes the students' responses in relation to the level of difficulty in the descending order. The findings suggest that the students experienced greatest difficulty with précis writing (M= 3.07 SD=1.07). 34.9% students reported difficulty in précis

writing .Also, 35.7% students found it 'moderate'. Next, writing curriculum vitae(M=2.61 SD= 1.12)was considered as the second most difficult genre followed by note taking (M=2.59 SD=1.04), note making (M=2.48 SD= 1.01), summarizing (M=2.46 SD=1.04), descriptions (M=2.25 SD=1.12), paragraph writing (M=2.14 SD=0.90) and writing letters (M=2.13 SD=0.97). Paragraph writing and writing letters were rated as 'less difficult' and 'least difficult' by 67.4% and 66.6%studentsrespectively.

#### 5.4.1.2 Analysis by Gender

**Table 35. Level of Difficulty of First Year Students in Various Writing Genres (Gender)**

	Female					Male					P-value
	Most difficult & difficult	Moderate	Less difficult & least difficult	M	SD	Most difficult & difficult	Moderate	Less difficult & least difficult	M	SD	
Note taking	15.8	40	44.2	2.56	1.00	21.2	28.8	50	2.61	1.06	0.60
Note making	16.9	23.2	60	2.34	1.03	16.7	37.1	46.3	2.58	.98	0.09
Summarizing	17.9	26.3	55.8	2.37	3.11	16.7	27.3	56.1	2.54	.97	0.16
Précis writing	37.9	31.6	30.5	3.12	1.09	28.8	38.6	32.8	3.04	1.05	0.73
Descriptions (Describing places, self and others)	6.4	21.1	72.7	1.96	1.02	18.1	32.6	49.2	2.47	1.15	0.00*
Paragraph writing	3.2	25.3	71.6	2.01	0.83	10.6	25	64.4	2.24	0.94	0.10
Writing letters	4.3	23.2	72.6	1.93	0.92	10.6	27.3	62.1	2.28	0.98	0.00*
Writing curriculum vitae	15.8	31.6	52.7	2.38	1.09	27.3	33.3	39.4	2.78	1.11	0.00*

*Notes: All the figures are in percentages except mean (M) and standard deviation (SD).*

*The percentages for 'most difficult' and 'difficult' and 'less difficult' and 'least difficult' are summed together respectively. The figures for each category are found in appendix II.*

The highest mean of 3.12 by female respondents and 3.04 by male respondents show similar responses in rating précis writing as the most difficult genre. However, only 37.9%and 28.8% female and male respondents found précis writing as 'most difficult' and 'difficult'. While male respondents reported more problems with writing curriculum vitae (M=2.78 SD=1.11)female respondents reported note taking (M=2.56

SD=1.00) as the second most difficult genre (M= 2.78 SD= 1.11). The female respondents rated writing letters as the least difficult genre with a mean of 1.93 and male respondents rated paragraph writing as the least difficult genre with a mean of 2.24. 72.6% female respondents rated writing letters as 'less' and 'least difficult' and 64.4% male respondents rated paragraph writing as 'less and least difficult'.

Analysis of variance shows that the two groups differed significantly in the genres descriptions (describing places, self and others), writing letters and writing curriculum vitae (0.00\*) (See table 35). Spearman Correlations between the gender group showed a highly significant correlation of (.88\*\*).

#### 5.4.1.3 Analysis by Faculty

The mean shows that students of all the faculties i.e. Arts (M=3.04 SD=1.02), Social Science (M=3.00 SD=1.12), Commerce (M=3.46 SD= 1.11), Science (M=2.76 SD=0.78) and Life Science (M=3.04 SD=1.19) rated précis writing as the most difficult genre in writing. 30.4%, 37.7% and 41.6% students of faculties of Arts, Social Science and Life Science rated précis writing as the 'most difficult' and 'difficult' genre in writing respectively. 16.7% and 12.1% rated précis writing as 'most difficult' and 'difficult'. On the other hand 50.1% students of faculty of Commerce rated it as 'less difficult' and 'difficult' and 50% students of faculty of Science rated it as 'moderate'. The students of faculties of Social Science (M=2.44 SD=1.25), Commerce (M=2.88 SD=1.06), Science (M=2.53 SD=1.10) and Life Science (M=2.50 SD=1.10) reported writing a curriculum vitae as the second most difficult writing genre while the students of faculty of Arts (M=2.68 SD=1.01) rated it on the fifth rank with only 7.2 % students rating it as 'most difficult and difficult'. Students of faculty of Social Science equally rated note taking as the second difficult genre and students of faculty of Life Science rated note making equally as the second most difficult genre. Among the less difficult genres were paragraph writing and writing letters. Paragraph writing was rated as the least difficult by the students of faculties of Arts (M=2.16 SD=0.94), Commerce (M=2.33 SD=0.85) and Life Science. Writing letters was rated as least difficult by the students of Social Science (M= 1.98 SD=1.07) and Science (M=1.97 SD=0.88) faculties. Majority of students of the faculty of Arts (60.7%), Social Science (73.8%), Commerce (62.5%), Science (68.4%) and Life Science (66.7%) rated writing letters as 'most difficult' and 'difficult'. (See table 36). However, a Spearman correlation revealed that there is a



minor difference among the five different disciplines. There is no significant difference in any of the genre see table 36. The results show no significant correlation between the group Arts and Science ( $r=0.61$ ) and Arts and Life Science ( $0.47$ ). It revealed that at the significant high positive correlation was found between the rank order group Arts and Social Science ( $.89^{**}$ ), Arts and Commerce ( $0.89^{**}$ ), Social Science and Commerce ( $r=.97^{**}$ ), Social Science and Science ( $.73^{**}$ ), Social Science and Life Science ( $.79^{**}$ ), Science and Life Science ( $r=.79^{**}$ ), Commerce and Science ( $.76^{**}$ ) and Commerce and Life Science ( $.75^{**}$ ).

Table 36. Level of Difficulty of First Year Students in Various Writing Genres

	ARTS					SOCIAL SCIENCE					COMMERCE					SCIENCE					LIFE SCIENCE					P-value
	Most difficult & Difficult	Moderate	Less difficult & Least difficult	M	SD	Most difficult & Difficult	Moderate	Less difficult & Least difficult	M	SD	Most difficult & Difficult	Moderate	Less difficult & Least difficult	M	SD	Most difficult & Difficult	Moderate	Less difficult & Least difficult	M	SD	Most difficult & Difficult	Moderate	Less difficult & Least difficult	M	SD	
Note taking	25	42.9	32.2	2.82	1.04	13.1	31.1	55.7	2.44	1.04	23	43.8	33.3	2.83	0.99	21.1	23.7	55.2	2.47	1.03	8.4	12.5	79.1	2.13	0.94	0.0
Note making	23.2	35.7	41.1	2.73	0.98	11.4	31.1	57.4	2.3	0.99	12.5	35.4	52.1	2.5	0.92	18.4	21.1	60.5	2.32	1.06	20.9	29.2	50	2.5	1.17	0.2
Summarizing	26.7	32.1	41	2.71	1.21	13.1	21.3	65.6	2.28	1.03	14.6	27.1	58.3	2.48	0.85	18.4	26.3	55.3	2.42	1.06	8.4	29.2	62.5	2.42	0.88	0.2
Précis writing	30.4	39.3	30.3	3.04	1.02	37.7	29.5	32.8	3	1.12	16.7	33.3	50.1	3.46	1.11	12.1	50	36.8	2.76	0.78	41.6	25	33.3	3.04	1.19	0.0
Descriptions (Describing places, self and others)	10.7	30.4	58.9	2.2	1.01	14.8	14.8	70.5	2.13	1.2	16.6	31.3	52.1	2.46	1.21	10.5	34.2	55.3	2.24	1.02	12.5	37.5	50	2.33	1.16	0.6
Paragraph writing	10.7	21.4	67.9	2.16	0.94	6.5	23	70.4	2.07	0.94	10.4	27.1	62.5	2.33	0.85	2.6	36.8	60.5	2.11	0.89	4.2	16.7	79.2	2	0.78	0.5
Writing letter	7.2	32.1	60.7	2.21	0.96	9.9	16.4	73.8	1.98	1.07	10.4	27.1	62.5	2.31	0.87	2.6	28.9	68.4	1.97	0.88	8.4	25	66.7	2.21	1.02	0.33
Writing curriculum vitae	21.4	37.5	41.1	2.68	1.01	21.3	31.1	47.5	2.44	1.25	27.1	37.5	35.4	2.88	1.06	18.5	28.9	52.6	2.53	1.1	25	20.8	34.1	2.5	1.1	0.3

Notes: All the figures are in percentages except mean (M) and standard deviation (SD).

The percentages for 'most difficult' and 'difficult' are summed together. Similarly 'less difficult' and 'least difficult' are summed together. The figures for each category are found in appendix II

### 5.4.2 Level of difficulty of second year students in various writing genres.

The following sections 5.4.2.1-5.4.2.3 discusses the perception of second year respondents' difficulty in various writing genres. Difficulty level of the respondents was categorized into three groups: most difficult and difficult (5 and 4), moderate (3) and less and least difficult (2 and 1). Since 5 represents most difficult and 1 represents least difficult 3 represents moderate. It is assumed that score above 3 can be interpreted as difficult.

#### 5.4.2.1 Overall Analysis

**Table 37. Level of Difficulty of Second Year Students in Various Writing Genres (n=97)**

	Most difficult & difficult	Moderate	Less difficult & least difficult	M	SD
Reporting events	28.9	33	38.1	2.83	1.09
Giving instructions /directions	15.5	33	51.5	2.53	.99
Essay writing	11.4	32	56.7	2.39	.95
Answering comprehension questions	15.4	30.9	53.6	2.38	1.13
Writing process	11.4	27.8	60.9	2.24	1.03
Paragraph writing	11.4	22.7	66	2.22	1.00

*Notes: All figures are in percentages except mean (M) and standard deviation (SD).*

*The percentages for 'most difficult' and 'difficult' and 'less difficult' and 'least difficult' are summed together respectively. The figures for each category are found in appendix II.*

Table 37 shows that report writing (M=2.83 SD=1.09) is rated as the 'most difficult' and 'difficult' genre in writing. 28.9% students rated report writing as 'most difficult' and 'difficult' while 38.1 % students found it to be 'less difficult' and 'least difficult'. In additional, 33% students rated it as 'moderate'. Next, students show concern for giving instructions and directions (M=2.53 SD=0.99) as they considered it as the second most difficult writing genre. 15.5% students rated it as 'most difficult' and 'difficult' while more than half of the students (51.5%) rated it as 'less difficult' and 'least difficult'. Essay writing (M=2.39 SD=0.95) was rated as the third most difficult genre, followed by answering comprehension questions (M=2.38 SD=1.13) and writing processes (M=2.24 SD=1.03). Of all the six genres, the lowest in rating was paragraph writing (M=2.22 SD=1.00). 66% students rated paragraph writing as 'less and least difficult'.

### 5.4.2.2 Analysis by Gender

**Table 38. Level of Difficulty of Second Year Students in Various Writing Genres (Gender)**

	Female					Male					p value
	Most difficult & difficult	moderate	Less difficult & least difficult	M	SD	Most difficult & difficult	moderate	Less difficult & least difficult	M	SD	
Paragraph writing	17.8	20	62.3	2.31	1.10	12	25	69.2	2.13	.90	0.44
Answering comprehension questions	17.7	28.9	53.3	2.38	1.19	13.4	32.7	67.2	2.38	1.07	0.83
Giving instructions & directions	8.9	37.8	53.4	2.38	.88	21.2	28.8	50	2.65	1.06	0.10
Writing process	13.3	31.1	55.6	2.31	1.01	9.6	25	65.4	2.17	1.06	0.52
Report Writing	35.5	28.9	35.5	2.88	1.09	23.1	36.5	40.4	2.76	1.11	0.72
Essay writing	8.9	33.3	57.7	2.27	.93	13.4	30.8	55.7	2.50	.95	0.22

*Notes: All figures are in percentages except mean (M) and standard deviation (SD).*

*The percentages for 'most difficult' and 'difficult' are summed together. Similarly, the percentages for 'less difficult' and 'least difficult' are summed together. The figures for each category are found in appendix II.*

The results show that both female and male respondents do not show much concern. As shown in table 38, both female and male respondents rated report writing (female M=2.88 SD=1.09, male M=2.76 SD=1.11) as the 'most difficult' and 'difficult' genre in writing. Only 35.5% female and 23.1% male respondents regarded it as 'most difficult' and 'difficult'. Female and male respondents rated answering comprehension questions (M=2.38 SD=1.19) and giving instructions & directions (M=2.38 SD=0.88) equally as the second most difficult genre. In addition, paragraph writing (M=2.31 SD=1.10) and writing processes (M=2.31 SD=1.01) rank equally as their third most difficult genres in writing. Essay writing (M=2.27 SD=0.93) was rated least difficult by female respondents. Some striking findings reported by female respondents is that the paragraph writing and answering comprehension questions were rated equally (17.8% and 17.7%) as 'most difficult' and 'difficult' genres respectively. Giving instructions and directions and essay writing were rated equally by female

respondents (8.9%). Next to report writing boys rated their difficulty in the following order: giving instructions & directions ( $M=2.65$   $SD=1.06$ ); essay writing ( $M=2.50$   $SD=0.95$ ); answering comprehension questions ( $M=2.38$   $SD=1.07$ ) and writing processes ( $M=2.17$   $SD=1.06$ ). Paragraph writing ( $M=2.13$   $SD=0.90$ ) was the least concerned genre for male respondents.

In order to find out whether there is differences in the means of perceived difficulty of the students by gender a t-test was carried out between students responses to the various writing genres. It showed that there was no significant difference on any of the variables as the  $p > 0.05$  in all the cases. In addition, no statistically significant correlation was shown to exist between any perceived difficult genres among gender group (.63).

#### 5.4.2.3 Analysis by Faculty

Table 39 presents the result that students of faculties of Social Science ( $M=2.68$   $SD=1.18$ ), Science ( $M=3.09$   $SD=0.94$ ) and Life Science ( $M=2.63$   $SD=1.02$ ) ranked report writing as the most difficult genre while the students of faculty of Arts ( $M=2.83$   $SD=1.16$ ) and Commerce ( $M=2.84$   $SD=1.14$ ) reported it as the second most difficult genre in writing. 28.5% students of faculty of Social Science, 38.1% students of Science and 18.2% students of Life Science considered report writing as 'most difficult' and 'difficult'. Quite similar in response 29.1% students of faculty of Arts and Commerce rated report writing as 'most difficult' and 'difficult'. Students of faculty of Arts ( $M=2.88$   $SD=1.07$ ) and Commerce ( $M=3.00$   $SD=1.15$ ) found answering comprehension questions to be the most difficult with only 25% and 30.8% students rated it as 'most difficult' and 'difficult' respectively. On the other hand, students of faculties of Science ( $M=2.14$   $SD=0.91$ ) and Life Science ( $M=1.63$   $SD=0.80$ ) rated answering comprehension question as least difficult. Some striking findings are reflected in the responses of the students of the faculty of Life Science. Faculty of Life Science equally ranked paragraph writing, giving instructions and directions, writing processes and essay writing with the mean of 2.18. None of the students from the faculty of Life Science considered paragraph writing, answering comprehension questions and giving instructions and directions as 'most difficult' or 'difficult'. In other findings, most of the students (72.7%) equally rated paragraph writing, giving instructions and directions and essay writing as 'less difficult' and 'least difficult'. The Spearman Rho correlation coefficient showed that there exists a

significant correlation between the faculty groups of Science and Life Science which is (.84) while Arts and Social Science (.31), Arts and Commerce (.75), Social Science and Commerce (.58), Social Science and Science (.71), Social Science and Life Science (.50) showed no significant correlation between the groups. The inverse insignificant correlation was found between Arts and Science (-.02), Arts and Life science (-.16), Commerce and Science(-.08) and Commerce and Life Science (-.17). The obtained values from the one way ANOVA showed the difference with note taking (.01) and précis writing (.04).

Table 39. Level of Difficulty of Second Year Students in Various Writing Genres

	ARTS					SOCIAL SCIENCE					COMMERCE					SCIENCE					LIFE SCIENCE					P-value
	Most difficult & Difficult	Moderate	Less difficult & Least difficult	M	SD	Most difficult & Difficult	Moderate	Less difficult & Least difficult	M	SD	Most difficult & Difficult	Moderate	Less difficult & Least difficult	M	SD	Most difficult & Difficult	Moderate	Less difficult & Least difficult	M	SD	Most difficult & Difficult	Moderate	Less difficult & Least difficult	M	SD	
Paragraph writing	12.5	37.5	50	2.5	1.02	7.2	3.6	89.3	1.82	0.94	15.4	38.5	46.2	2.61	0.86	19	19	61.9	2.2	1.16	-	27.3	72.7	2.18	0.6	.00
Answering comprehension questions	25	37.5	37.5	2.88	1.07	14.3	21.4	64.3	2.14	1.17	30.8	46.2	23.1	3	1.15	4.8	33.3	61.9	2.14	0.91	-	18.2	81.8	1.63	0.8	.00
Giving instructions & directions	12.5	45.8	49.7	2.54	0.93	14.2	28.6	57.1	2.42	1.13	23.1	23.1	53.9	2.3	1.1	23.8	33.3	42.8	2.71	0.95	-	27.3	72.7	2.18	0.6	.10
Writing processes	8.3	41.7	50	2.29	0.99	10.7	17.9	39.3	2	1.01	15.4	7.7	77	2.15	1.21	13.3	38.1	47.6	2.57	1.02	9.1	27.3	63.7	2.18	0.87	.12
Report writing (events and speeches)	29.1	29.2	41.7	2.83	1.16	28.5	17.9	53.6	2.68	1.18	23.1	46.2	30.8	2.84	1.14	38.1	42.9	19	3.09	0.94	18.2	45.5	36.4	2.63	1.02	.00
Essay writing	8.3	33.3	58.3	2.25	0.94	10.7	28.6	60.8	2.35	0.98	23.1	30.8	46.2	2.7	0.94	9.6	42.9	47.6	2.52	0.98	9.1	18.2	72.7	2.18	0.98	.22

Notes: All the figures are in percentages except mean (M) and standard deviation (SD).

The percentages for 'most difficult' and 'difficult' are summed together. Similarly 'less difficult' and 'least difficult' are summed together. The figures for each category are found in appendix II

### 5.4.3 Degree of usefulness in various writing genres

This section 5.4.3.1- 5.4.4.3 attempts to find out how useful the various writing genres were to the first and second year undergraduate students. Degree of usefulness of writing genres for the respondents is categorized into three groups: very useful and useful (5 and 4), moderate (3) and slightly and not useful (2 and 1). Since 5 represents very useful and 1 represents not useful 3 represents moderate. It is assumed that score above 3 can be interpreted as useful.

#### 5.4.3.1 Overall analysis

**Table 40. Degree of Usefulness in Various Writing Genres for First Year students (n=227)**

	Very useful & useful	Moderate	Slightly useful & not useful	M	SD
Writing letters	75.7	13.2	11.1	4.08	1.05
Writing Curriculum Vitae	71	21.6	7.5	4.05	1.01
Note making	72.9	15	11.9	3.89	1.01
Descriptions (describing Places, self and others )etc.	63.4	21.1	15.5	3.77	1.08
Paragraph writing	64.3	22	13.6	3.70	1.07
Summarizing	59	31.7	9.2	3.66	0.90
Note taking	60.4	18.9	20.7	3.54	1.14
Précis writing	40.5	22	37.5	3.25	1.05

*Notes: All figures are in percentages except mean (M) and standard deviation (SD).*

*The percentages for 'very useful and 'useful' are summed together. Similarly, the percentages for 'slightly useful' and 'not useful' are summed together respectively. The figures for each category are found in appendix II.*

Looking at the means that ranged from 3.25-4.08 we can say that students found the writing genres as quite useful. Among the 8 writing genres, students reported writing letters (M=4.08 SD=1.05) as the most useful. 75.7% students found it as 'very useful and useful'. Also high on the list was writing a curriculum vitae (M=4.05 SD=1.01) with 71% students rating it as 'very useful and useful'. Précis writing was rated as least useful with the mean score of 3.25. 40.5 % students considered précis writing as 'very useful' and 'useful' whereas 22% remains 'moderate'.



## 5.4.3.2 Analysis by Gender

**Table 41. Degree of Usefulness in Various Writing Genres for First Year students (Gender)**

	Female					Male					P-value
	Very useful & useful	Moderate	Slightly useful & not useful	M	SD	Very useful & useful	Moderate	Slightly useful & not useful	M	SD	
Note taking	62.1	15.8	22.1	3.52	1.14	59.1	21.2	19.7	3.55	1.15	0.96
Note making	73.6	18.9	7.4	4.00	.94	72.8	12.1	15.1	3.82	1.06	0.21
Summarizing	65.3	28.4	6.4	3.80	.88	54.6	34.1	11.3	3.56	.91	0.03*
Précis writing	51.6	27.4	21.1	3.43	1.05	32.6	40.9	26.5	3.12	1.04	0.02*
Descriptions (Describing places, self and others)	75.8	17.9	6.4	4.12	.95	54.6	23.5	22	3.52	1.10	0.00*
Paragraph writing	67.4	25.3	7.4	3.80	.91	62.1	19.7	18.2	3.62	1.17	0.24
Writing letters	82.1	11.6	6.3	4.27	.97	71.2	14.4	14.4	3.93	1.08	0.01*
Writing Curriculum vitae	76.8	20	3.2	4.25	.92	66.7	22.7	10.6	3.90	1.06	0.00*

Notes: All figures are in percentages except mean (M) and standard deviation (SD).

The percentages for 'very useful and 'useful' are summed together. Similarly, the percentages for 'slightly useful' and 'not useful' are summed together respectively. The figures for each category are found in appendix II.

Table 41 shows mean range of 3.43-4.27 and 3.12-3.92 of female and male respondents respectively. Female respondents rated writing letters as the most useful genre followed by writing letter, curriculum vitae, descriptions and note making with the high mean scores of 4.27, 4.25, 4.12 and 4.00 respectively. Male respondents also rated writing letters (M=3.93 SD=1.08) as the most useful genre followed by writing a curriculum vitae (M=3.90 SD=1.06). Majority of female respondents (82.1%, 76.8%) and male respondents (71.2% and 66.7%) rated writing letters and writing a curriculum vitae as 'very useful' and 'useful'. Both female and male respondents were also similar in rating précis writing (Female M=3.43 SD=1.05, Male (M=3.12 SD=1.04) as the least useful genre of all. Statistical analysis revealed that there was significant difference on variables, summarizing (0.03\*), précis writing (0.02\*), writing letters (p=0.01\*) and writing curriculum vitae (0.00\*). When correlating the

responses of students by gender for their perceived usefulness with the mentioned 8 genres it was found that the correlation between the group of gender is (.75\*\*) which is statistically highly correlated.

#### 5.4.3.3 Analysis of Faculty

The results of the findings in table 42 show that the students of faculties of Arts, Social Science and Science found writing letters as the most useful genre in writing with the high mean of 4.00, 4.22 and 4.28 respectively. In contrast, students of faculties of Commerce and Life Science found writing curriculum vitae as the most useful genre with the mean of 4.02 and 4.25 respectively. Responses show that 73.2%, 82% and 84.2% students of faculty of Arts, Social Science and Science found writing letters as most useful. 70.8% students of faculty of Commerce and 75 % students of faculty of Life Science found Writing curriculum vitae as 'most useful' and 'useful'. Looking at the mean and percentages we can say that the students of faculty of Science have high perception about the usefulness of various genres in comparison to other faculties. Students of all the faculties of Arts ( $M=3.21$   $SD=1.05$ ), Social Science ( $M=3.39$   $SD=1.09$ ), Commerce ( $M=3.06$   $SD=1.03$ ), Science ( $M=3.28$   $SD=1.01$ ) and Life Science ( $M=3.29$   $SD=1.08$ ) rated précis writing as least useful.

Analysis of variance showed that there was no significant difference between ratings on any of the 8 writing genres except note taking and paragraph writing ( $p=.010$ ). Spearman correlation revealed that significant correlation between Arts and Social Science (0.73\*), Commerce and Science (0.93\*\*), Commerce and Life Science (0.92\*\*), and Science and Life Science (0.79\*) while there was no significant correlation amongst any other groups Arts and Commerce (.42), Arts and Science (.58) and Arts and Life Science (.33), Social Science and commerce (.50), Social Science and Science (.52) and Social Science and Life science (.40).

Table 42. Degree of Usefulness in Various Writing Genres for First Year Students (Faculty)

	ARTS					SOCIAL SCIENCE					COMMERCE					SCIENCE					LIFE SCIENCE					P-value
	Very useful & Useful	Moderate	Slighting useful & not useful	M	SD	Very useful & Useful	Moderate	Slighting useful & not useful	M	SD	Very useful & Useful	Moderate	Slighting useful & not useful	M	SD	Very useful & Useful	Moderate	Slighting useful & not useful	M	SD	Very useful & Useful	Moderate	Slighting useful & not useful	M	SD	
Note taking	50	23.2	26.8	3.3	1.2	49.2	23	27.8	3.24	1.19	68.7	14.6	16.7	3.7	1.09	81.6	13.2	5.2	4.05	0.89	62.5	16.7	20.8	3.66	1.09	.004*
Note making	73.3	14.3	12.5	3.91	0.97	68.9	16.4	14.7	3.75	1.11	66.6	18.8	14.6	3.81	1.14	85.8	13.2	4.15	0.63		75	8.3	16.7	3.91	1.05	0.43
Summarizing	53.5	33.9	12.5	3.62	0.91	59.1	31.1	9.8	3.62	0.89	59.5	29.2	10.4	3.64	0.93	71	26.3	2.6	3.86	0.74	50	41.7	8.2	3.54	0.97	0.62
Précis writing	33.9	44.6	21.5	3.21	1.05	50.8	24.6	24.6	3.39	1.09	29.2	43.8	27.1	3.06	1.03	42.1	31.6	26.3	3.28	1.01	50	29.2	20.8	3.29	1.08	0.59
Descriptions (Describing places, self & others etc.)	64.2	23.2	11.5	3.82	1.06	72.1	14.8	13.1	4	1.09	54.2	22.9	22.9	3.47	1.03	60.5	28.9	0.106	3.78	1.14	62.5	16.7	20.8	3.62	1.05	0.14
Paragraph writing	73.3	12.5	14.3	3.83	1.12	72.1	21.3	6.5	3.9	0.9	50	27.1	22.9	3.35	1.17	71	18.4	10.5	3.86	1.01	41.6	41.7	16.6	3.25	1.03	.010*
Writing letters	73.2	16.1	10.7	4	1.09	82	6.6	11.4	4.22	1.05	73	12.5	14.6	4	1.12	84.2	10.5	5.3	4.28	0.86	58.3	29.2	12.5	3.7	0.99	0.17
Writing curriculum vitae	62.5	25	12.5	3.8	1.06	75.4	16.4	8.2	4.13	1.07	70.8	25	4.2	4.02	0.88	73.7	23.7	2.6	4.42	0.98	75	16.7	8.3	4.25	1.03	0.26

Notes: All figures are in percentages except mean (M) and standard deviation (SD).

The percentages for 'very useful' and 'useful' are summed together. Similarly, the percentages for 'slightly useful' and 'not useful' are summed together respectively. The figures for each category are found in appendix II.

#### 5.4.4 Degree of Usefulness in Various Writing Genres for Second Year Students

##### 5.4.4.1 Overall Analysis

**Table 43. Degree of Usefulness in Various Writing Genres for Second Year**

**Students (n=97)**

	Very Useful & Useful	moderate	Slightly useful & not useful	M	SD
Report writing (events and speeches)	72.2	18.6	9.3	3.96	1.12
Paragraph writing	65.9	27.8	8.3	3.80	.97
Writing processes	66	21.6	12.4	3.76	1.03
Essay writing	59.8	22.7	17.5	3.62	1.16
Giving instructions & directions	54.6	29.9	15.5	3.61	1.08
Answering comprehension questions	52.5	30.9	16.4	3.52	1.12

*Notes: All figures are in percentages except mean (M) and standard deviation (SD).*

*The percentages for 'very useful' and 'useful' are summed together. Similarly, the percentages for 'slightly useful' and 'not useful' are summed together. The figures for each category are found in appendix II.*

As can be seen in the table 43above that the respondents' indicated the usefulness of the above mentioned genres as they fall with the range of 3.52-3.96. Students ranked report writing (M=3.96 SD=1.12) as the most useful genre and answering comprehension question (M=3.52 SD=1.12) as least useful, though there was not a wide range of responses among the means across the six genres. 72.2 % students rated report writing as 'very useful' and 'useful' while only 9.3% rated it as 'slightly useful' and 'not useful'. Answering comprehension questions (M=3.52 SD=1.12) was not considered as useful in comparison to other genres in writing while 52.5% students rated answering comprehension questions as 'very useful' and 'useful' (See table 43).

#### 5.4.4.2 Analysis by Gender

**Table 44. Degree of Usefulness in Various Writing Genres for Second Year Students (Gender)**

	Female					Male					P-value
	Very useful & useful	Moderate	Slightly useful & not useful	M	SD	Very useful & useful	Moderate	Slightly useful & not useful	M	SD	
Paragraph writing	66.7	28.9	4.4	3.89	.93	75.8	20.4	3.8	3.73	.90	0.31
Answering comprehension questions	60	24.4	15.6	3.64	1.17	51.9	30.8	27.3	3.52	1.14	0.34
Giving instructions & directions	66.6	24.4	8.9	3.91	.97	59.6	26.9	13.4	3.73	1.06	0.00*
Writing process (making tea etc.)	68.8	24.4	6.7	3.87	.86	71.1	21.2	7.7	3.90	.95	0.31
Report writing (events & speeches)	91.1	6.7	2.2	4.42	.72	84.6	11.5	3.8	4.29	.89	0.00*
Essay writing	75.3	20	6.6	3.96	.95	69.3	23.1	7.7	3.92	.92	0.00*

Notes: All figures are in percentages except mean (M) and standard deviation (SD).

The percentages for 'very useful' and 'useful' and 'slightly useful' and 'not useful' are summed together respectively. The figures for each category are found in appendix II.

Table 44 shows that both female and male respondents were in full agreement in ranking report writing as most useful genre with a high mean of 4.42 and 4.29 respectively. Responses show that large percentage of female (91.1%) and male respondents (84.6%) rated report writing as 'very useful' and 'useful'. Answering comprehension questions were rated as the least useful genre (Female M= 3.64 Male M=3.52). Spearman Correlation showed that the correlation of the rank orders between gender groups was found to be significant (0.81). The statistical analysis showed that there was a significant difference in any of the variables i.e. giving instructions and directions (0.00\*), reporting events (0.00\*) and essay writing with (0.00\*).

#### 5.4.4.3 Analysis by Faculty

Table 45 shows that students of faculty of Social Science (M=4.00 SD=1.27) ranked report writing as the most useful genre in writing. The students of faculty of Arts

( $M=3.95$   $SD=0.90$ ), Commerce ( $M=3.53$   $SD=1.19$ ) and Life Science ( $M=3.81$   $SD=1.25$ ) placed it second most useful genre and the students of faculty of Science ( $M=4.23$   $SD=1.04$ ) ranked it as the third most useful genre. Majority of students of the faculties of Arts (75%), Social Science (75%), Commerce (53.9%), Science (80%) and Life Science (63.7%) found report writing as 'very useful' and 'useful'. The students of faculty of Commerce and Life Science show a low mean of 2.84 and 2.72 for writing comprehension questions and writing giving instructions and directions in comparison to other genres. Of all the five faculties, Arts ( $M=3.45$   $SD=0.83$ ), Science ( $M=3.66$   $SD=1.23$ ) and Life Science ( $M=2.27$   $SD=1.00$ ) rated giving instructions and directions as least useful while the students of faculty of Commerce ( $M=3.92$   $SD=1.03$ ) and Social Science ( $M=3.89$   $SD=1.06$ ) rated them as most useful and second most useful writing genre. 61.6% students of faculty of Commerce and 71.4% students of faculty of Social Science rated writing giving instructions and directions as 'very useful' and 'useful'. One of the noticeable finding is elicited from the responses of students of Life Science faculty where 90.9% students rated writing processes as 'very useful' and 'useful' while only 9.1% students rated as 'slightly useful' and 'not useful'. None rated it as 'moderate' (See table 45). The analysis showed the significant difference on the genres paragraph writing (.00\*), answering comprehension questions (.04\*), giving instructions and directions (0.02\*) and essay writing (0.00\*). Writing processes and report writing showed no significant difference (see table 45). None of the faculty groups showed any significant correlation except Commerce and Science (1.00\*\*). The insignificant correlation was found between faculty groups of Arts and Social Science (.03), Arts and Life Science (.60), Social Science and Commerce (.51), Social science and Science (.51) Commerce and Life Science (.02), Science and Life Science (.02). Inverse insignificant correlation was found between Arts and Commerce (-.25) and Arts and Science (-.25).

Table 45. Degree of Usefulness in Various Writing Genres for Second Year Students (Faculty)

	ARTS					SOCIAL SCIENCE					COMMERCE					SCIENCE					LIFE SCIENCE					p-value
	Very useful & Useful	Moderate	Slightly useful & not useful	M	SD	Very useful & Useful	Moderate	Slightly useful & not useful	M	SD	Very useful & Useful	Moderate	Slightly useful & not useful	M	SD	Very useful & Useful	Moderate	Slightly useful & not useful	M	SD	Very useful & Useful	Moderate	Slightly useful & not useful	M	SD	
Paragraph Writing	70.8	25	4.2	4	0.88	67.9	21.4	10.7	3.71	0.97	38.5	30.8	30.8	3.15	1.21	85.2	14.3	-	4.33	0.73	27.3	72.7	-	3.36	0.64	.003*
Answering comprehension Questions	62.5	16.7	20.8	3.58	1.24	57.1	28.6	14.3	3.71	1.15	23.1	46.2	28.8	2.84	1.34	71.4	23.8	4.8	3.85	0.79	18.2	63.6	18.2	3	0.63	.04*
Giving instruction & Directions	41.7	50	8.3	3.45	0.83	71.4	17.9	10.7	3.89	1.06	61.6	30.8	7.7	3.92	1.03	57.1	23.8	19.1	3.66	1.23	27.3	27.3	45.5	2.72	1	.02*
Writing Processes	70.9	16.7	12.5	3.75	0.89	50	32.1	17.8	3.5	1.2	46.2	46.2	7.7	3.46	0.177	80.9	9.5	9.5	4.04	0.92	90.9	-	9.1	4.27	1.19	0.12
Reporting Events	75	16.7	8.3	3.95	0.9	75	14.3	10.7	4	1.27	53.9	30.8	15.4	3.53	1.19	80	14.3	4.8	4.23	1.04	63.7	27.3	9.1	3.81	1.25	0.51
Essay Writing	66.7	25	8.4	3.83	1.04	60.7	17.9	21.5	3.71	1.24	23.1	30.8	64.2	2.61	1.26	80.9	19	-	4.04	0.66	45.5	27.3	27.3	3.27	1.27	.004*

Notes: All figures are in percentages except mean (M) and standard deviation (SD).

The percentages for 'very useful' and 'useful' are summed together. Similarly, the percentages for 'slightly useful' and 'not useful' are summed together respectively. The figures for each category are found in appendix II.

#### 5.4.5 Degree of Interest of students in various genres of writing

This section 5.4.5.1- 5.4.5.3 discusses the responses of the students in terms of interest for various writing genres as discussed below. Degree of interest of the respondents in writing genres is categorized into three groups: very interesting and interesting (5 and 4), moderate (3) and less and least interesting (2 and 1). Since 5 represents very interesting and 1 represents least interesting 3 represents moderate. It is assumed that score above 3 can be interpreted as interesting.

##### 5.4.5.1 Overall Analysis

**Table 46. Degree of Interest of First Year Students in Various Writing Genres**  
(n=227)

	Most interesting & interesting	Moderate	Less interesting & least interesting	M	SD
Descriptions (describing places, self and others)	67.4	18.5	14.1	3.82	1.08
Writing letters	60.8	26.9	12.3	3.73	1.07
Paragraph writing	59.9	26.4	13.6	3.60	1.00
Writing Curriculum Vitae	51.1	29.5	19.4	3.51	1.17
Note making	49.4	29.5	21.1	3.35	1.09
Summarizing	41.8	42.3	15.8	3.33	0.92
Note taking	35.2	38.8	25.9	3.10	1.02
Précis writing	31.7	41.9	26.4	3.07	1.02

*Notes: All figures are in percentages except mean (M) and standard deviation (SD).*

*The percentages for 'most interesting' and 'interesting' are summed together. Similarly, the percentages for 'less interesting' and 'least interesting' are summed together respectively. The figures for each category are found in appendix II*

The responses show a high mean range from 3.07- 3.82. Amongst the six writing genres the students reported descriptions (M=3.82 SD=1.08) as most interesting. 67.4% students as 'most interesting' and 'interesting'. Also, high on the list was writing letters (M=3.73 SD=1.07) followed by paragraph writing (M=3.60 SD=1.00). 60.8% and 59.9% reported that they found writing letters and paragraph writing as 'most interesting' and 'interesting'. As can be seen in the table 46 that précis writing (M=3.07 SD=1.02) was rated as least interesting with only 26.4% students rating it as 'less interesting' and 'least interesting'.



## 5.4.5.2 Analysis by Gender

**Table 47. Degree of Interest of First Year Students in Various Writing Genres (Gender)**

	Female					Male					P-value
	Most interesting & interesting	Moderate	Less interesting & least interesting	M	SD	Most interesting & interesting	Moderate	Less interesting & least interesting	M	SD	
Note taking	33.7	44.2	22.1	3.08	.91	59.1	21.2	19.7	3.55	1.15	0.93
Note making	46.3	31.6	22.1	3.24	1.06	72.8	12.1	15.1	3.82	1.06	0.16
Summarizing	40	49.5	10.5	3.38	.86	54.6	34.1	11.3	3.56	.91	0.54
Précis writing	31.6	45.3	23.2	3.08	.99	32.6	40.9	26.5	3.12	1.04	0.87
Descriptions (Describing places, self and others)	78.9	13.7	7.4	4.14	.95	54.6	23.5	22	3.52	1.10	0.00*
Paragraph writing	60	32.6	7.4	3.67	.85	62.1	19.7	18.2	3.62	1.17	0.26
Writing letters	64.2	26.3	9.53	3.84	1.05	71.2	14.4	14.4	3.94	1.08	0.17
Writing curriculum vitae	61	26	12.6	3.77	1.12	66.7	22.7	10.6	3.90	1.06	1.97

*Notes: All figures are in percentages in mean (M) and standard deviation (SD).*

*The percentages for 'most interesting' and 'interesting' are summed together. Similarly the percentages for 'less interesting' and 'least interesting' are summed together respectively. The figures for each category are found in appendix II.*

Table 47above presents findings related to the relative interest in various writing genres.The female respondents show highest mean of 4.14 fordeshcriptions whereas male respondents ranked descriptions as seventh amongst the list of 8 genres in writing with mean of 3.52. Findings show that 78.9% femalerespondents rateddescriptionsas 'most interesting' and 'interesting'while only 7.4% female respondents rated it as 'less interesting and 'least interesting'.54.6% male respondents rated descriptions as 'very interesting and 'interesting'. Female respondents rated writing letters (M=3.84 SD=1.05) as second most interesting genre followed by writing curriculum vitae (M=3.77 SD=1.12)whilemale respondentsrated writing letters (M=3.94 SD=1.08)as second most interesting genre in writing followed by writing a curriculum vitae (M= 3.90 SD=1.06). The findings also reports that among

the list of six genres in writing, both female and male respondents rated précis writing (female  $M=3.08$   $SD=.99$ , male  $M=3.12$   $SD=1.04$ ) as least interesting. 23.2% female respondents and 26.5% male respondents rated it as 'less interesting' and 'least interesting'. Female respondents also rated note taking ( $M=3.08$   $SD=.91$ ) equally as least interesting. Analysis of variance showed the only significant difference in the variable descriptions ( $0.00^*$ ). Spearman's rho correlation showed the insignificant correlation between gender groups with the value of  $r$  found to be (.40).

#### 5.4.5.3 Analysis by Faculty

As can be seen in the table 48 above that the students of faculty of Arts found writing letters ( $M=4.00$   $SD=1.09$ ) as 'most interesting' and 'interesting'. In addition, the students of faculty of Social Science ( $M=3.91$   $SD=1.11$ ) and Commerce ( $M=3.72$   $SD=1.00$ ) considered writing letters as most interesting. Alternatively, writing letters was rated as the least interesting ( $M=3.08$   $SD=1.28$ ) by the students of faculty of Life Science. Students of faculties of Science ( $M=3.84$   $SD=1.62$ ) and Life Science ( $M=3.87$   $SD=1.22$ ) rated descriptions as most interesting. One noticeable finding was that students of all the faculties give high mean to descriptions (Arts  $M=3.82$   $SD=1.06$ , Social science  $M=3.89$   $SD=1.14$ , Commerce  $M=3.70$   $SD=.94$ , Science  $M=3.84$   $SD=1.62$ , Life Science  $M=3.87$   $SD=1.22$ ). However, précis writing was rated as least interesting genre by the students of all faculties (Arts  $M=3.21$   $SD=1.05$ , Social Science  $M=3.06$   $SD=1.07$ , Commerce  $M=2.90$   $SD=1.01$ , Science  $M=3.05$   $SD=.88$ , Life Science  $M=3.16$   $SD=1.12$ ). where 64.2% students of faculty of Arts found précis writing as 'most interesting' and 'interesting' only 32.8% students of faculty of Social Science, 25.1% students of faculty of Commerce, 21.1% students of faculty of Science and 41.6% students of Life Science rated précis writing as 'most important' and 'important'. Spearman correlation shows a highly significant correlation between the groups Arts and Social Science ( $.83^{**}$ ), Social Science and Commerce ( $0.99^{**}$ ), Social Science and Science ( $0.95^{**}$ ) and Commerce and Science ( $0.93^{**}$ ). Significant correlation was found between the groups Arts and Commerce ( $.79^*$ ) and Arts and Science ( $0.81^*$ ). However, no significant difference found between groups Arts and Life Science (.60), social Science and Life Science (.18), Commerce and Life Science (.16) and science and Life Science (.27). No significant difference was found with any of the writing genres except note taking ( $p=.00^*$ ) and writing letters ( $p=.01^*$ ).

Table 48. Degree of Interest of First Year Students in Various Writing Genres (Faculty)

	ARTS					SOCIAL SCIENCE					COMMERCE					SCIENCE					LIFE SCIENCE					P-value
	Most interesting and interesting	Moderate	Less interesting & least interesting	M	SD	Most interesting and interesting	Moderate	Less interesting & least interesting	M	SD	Most interesting and interesting	Moderate	Less interesting & least interesting	M	SD	Most interesting and interesting	Moderate	Less interesting & least interesting	M	SD	Most interesting and interesting	Moderate	Less interesting & least interesting	M	SD	
Note taking	50	23.2	26.8	3.3	1.2	34.4	41	24.6	3.1	1.04	37.5	35.4	27.1	3.06	1.13	39.5	42.1	18.4	3.26	0.82	37.5	37.5	25	3.16	1.86	0.76
Note making	73.3	14.3	12.5	3.91	0.97	50.8	24.6	24.6	3.3	1.13	48	35.4	16.7	3.33	0.93	52.7	34.2	13.1	3.57	1.03	54.2	29.2	16.7	3.41	1.21	0.67
Summarizing	53.5	33.9	12.5	3.62	0.95	37.7	45.9	16.4	3.21	0.89	45.8	33.3	20.9	3.33	0.97	39.5	52.6	7.9	3.44	0.82	29.2	54.2	16.7	3.25	1.03	0.69
Précis writing	64.2	23.2	12.5	3.21	1.05	32.8	39.3	27.9	3.06	1.07	25.1	41.7	33.3	2.9	1.01	21.1	60.5	18.4	3.05	0.88	41.6	37.5	20.8	3.16	1.12	0.65
Descriptions (Describing places, self and others)	73.3	12.5	14.3	3.82	1.06	68.8	16.4	14.8	3.89	1.14	62.5	25	12.5	3.7	0.94	93.7	13.2	13.1	3.84	1.62	66.7	16.7	16.7	3.87	1.22	0.87
Paragraph writing	33.9	44.6	21.5	3.84	1.12	58.9	24.6	6.5	3.8	0.87	52.1	31.3	16.7	3.41	0.98	55.3	31.6	13.1	3.63	1.05	54.1	16.7	29.2	3.2	1.21	.077*
Writing letters	73.2	16.1	10.7	4	1.09	70.5	16.4	13.1	3.91	1.11	54.2	85.4	10.4	3.72	1	60.5	31.6	7.9	3.71	0.86	33.4	41.7	25	3.08	1.28	.028*
Writing curriculum vitae	62.5	25	12.5	3.8	1.06	60.7	23	16.4	3.75	1.24	47.9	33.3	18.8	3.37	1.02	50	36.8	13.2	3.41	1.03	58.3	25	16.7	3.7	1.19	0.19

Notes: All figures are in percentages in mean (M) and standard deviation (SD).

The percentages for 'most interesting' and 'interesting' are summed together. Similarly the percentages for 'less interesting' and 'least interesting' are summed together respectively. The figures for each category are found in appendix II.

### 5.4.6 Degree of Interest in various writing genres for Second Year Students

This section 5.4.6.1- 5.4.6.3 discusses the responses of the students in terms of interest for various writing genres as discussed below. Degree of interest of the respondents in writing genres is categorized into three groups: very interesting and interesting (5 and 4), moderate (3) and less and least interesting (2 and 1). Since 5 represents very interesting and 1 represents least interesting 3 represents moderate. It is assumed that score above 3 can be interpreted as interesting.

#### 5.4.6.1 Overall Analysis

**Table 49. Degree of Interest of Second Year Students in Various Writing Genres(n=97)**

	Most interesting & interesting	moderate	Less interesting & least interesting	M	SD
Report writing (events& speeches)	72.2	18.6	9.3	3.96	1.12
Paragraph writing	63.9	27.8	8.3	3.80	0.97
Writing processes	66	21.6	12.4	3.76	1.03
Essay writing	49.8	22.7	17.5	3.62	1.16
Giving instructions /directions	54.6	29.9	15.5	3.61	1.08
Answering comprehension questions	52.5	30.9	16.5	3.52	1.12

*Notes: All figures are in percentages except mean (M) and standard deviation (SD).*

*The percentages for 'most interesting' and 'interesting' are summed together. Similarly the percentages for 'less interesting' and 'least interesting' are summed together respectively. The figures for each category are found in appendix II.*

The responses show that report writing (M=3.96 SD=1.12) was rated as the most interesting and answering comprehension questions (M=3.52 SD=1.12) as least interesting. 72.2% of the students rated report writing as 'most interesting' and 'interesting'. Only 16.5% students rated answering comprehension questions as 'less interesting' and 'least interesting' while 52.5% students rated it as 'most interesting' and 'interesting'. 63.9%, 66%, 49.8% and 54.6% students rated paragraph writing (M=3.80 SD=.97) writing processes (M=3.76 SD=1.03), essay writing (M=3.62 SD=1.16) and giving instructions and directions (M=3.61 SD=1.08) as 'most important' and 'important' (See table 49).

## 5.4.6.2 Analysis by Gender

**Table 50. Degree of Interest of Second Year Students in Various Writing Genres (Gender)**

	FEMALE					MALE					P-value
	Most interesting & interesting	Moderate	Less interesting & least interesting	M	SD	Most interesting & interesting	Moderate	Less interesting & least interesting	M	SD	
Paragraph Writing	62.2	26.7	11.1	3.71	1.05	59.6	28.8	11.6	3.69	1.11	0.93
Answering comprehension questions	57.7	26.7	15.6	3.60	1.15	48.1	28.8	23.1	3.36	1.13	0.31
Giving instructions & directions	53.3	35.6	11.1	3.68	1.06	28.9	44.2	27	3.03	.98	0.00*
Writing process	68.7	26.7	6.7	3.88	.91	59.6	23.1	17.3	3.51	1.07	0.07
Report writing (events&speeches)	53.3	31.1	15.6	3.53	1.14	48	28.8	23	3.40	1.12	0.57
Essay writing	55.6	28.9	15.5	3.64	1.15	36.5	28.8	34.7	3.00	1.22	0.00*

*Notes: All figures are in percentages except mean (M) and standard deviation (SD).*

*The percentages for 'most interesting' and 'interesting' are summed together. Similarly the percentages for 'less interesting' and 'least interesting' are summed together respectively. The figures for each category are found in appendix II.*

Female respondents rated writing processes as the most interesting genre in writing with a high mean of 3.88 followed by paragraph writing (M=3.71 SD=1.05). In contrast, male respondents rated paragraph writing as most interesting (M= 3.69 SD=1.11) followed by essay writing. The mean of female respondents (3.53-3.88) is comparatively higher than the male respondents (3.00-3.69). Giving instructions and directions was rated as 'most interesting' and 'interesting' by 53.3% female respondents whereas only 28.9% male respondents found it so. The majority of male respondents (44.2%) found giving instructions and directions as 'moderate' only. Approximately 55.6% of the female respondents felt that essay writing was 'most interesting' and 'interesting'.

Analysis of Variance showed the only significant difference only in the variables giving instructions and directions (0.00\*) and essay writing (0.00\*). Spearman correlation showed insignificant difference between the groups (.42).

#### 5.4.6.3 Analysis by Faculty

The responses show that students faculties of Arts ( $M=3.88$   $SD=0.35$ ), Commerce ( $M=3.53$   $SD=0.96$ ) and Life Science ( $M=3.91$   $SD=1.13$ ) students were of similar opinion in ranking writing processes as the most interesting; students of Social Science ( $M=3.79$   $SD=1.39$ ) and Science ( $M=4.14$   $SD=0.79$ ) rated paragraph writing as the most interesting. The majority of students i.e. 75% and 81.8% students of faculties of arts and life science have responded positively for writing processes but comparatively only 53.9% students of commerce faculty rated writing processes as a 'very interesting' and 'interesting' writing genre in spite of rating it highest. Students of arts ( $M=3.21$   $SD=0.97$ ), science ( $M=3.14$   $SD=1.10$ ) and life science ( $M=2.81$   $SD=1.87$ ) rated giving instructions and directions as the 'least interesting' and 'interesting', students of commerce faculty rated essay writing ( $M=2.15$   $SD=0.98$ ) as the 'least interesting' and 'interesting' while the students of social science faculty rated both essay writing ( $M=3.29$   $SD=1.46$ ) and giving instructions and directions ( $M=3.29$   $SD=0.97$ ) equally as the 'least interesting' and 'interesting' genres in writing. Rating both as the least interesting genre in writing the majority of students considered them as 'moderate' only in terms of percentage counts. Students of different faculties showed significant differences with paragraph writing, answering comprehension questions and essay writing see table 51.

The Spearman correlation showed no significant correlation between any of the groups of faculties which is as follows: Arts and Social Science (.79), Arts and Commerce (.08), Arts and Science (.55), Arts and Life Science (.55), Social Science and Commerce (.67), Social Science and Life Science (.31), Commerce and Science (.66), Science and Life Science (.31) and Science and Life Science (.00).

Table 51. Degree of interest of Second Year Students in Various Writing Genres (Faculty)

	ARTS					SOCIAL SCIENCE					COMMERCE					SCIENCE					LIFE SCIENCE					P-value
	Most interesting & interesting	Moderate	Less interesting & least interesting	M	SD	Most interesting & interesting	Moderate	Less interesting & least interesting	M	SD	Most interesting & interesting	Moderate	Less interesting & least interesting	M	SD	Most interesting & interesting	Moderate	Less interesting & least interesting	M	SD	Most interesting & interesting	Moderate	Less interesting & least interesting	M	SD	
Paragraph writing	70.8	16.7	12.5	3.83	0.96	64.3	21.4	14.3	3.79	1.39	38.5	38.5	23.1	3.07	1.18	76.2	23.8	-	4.14	0.79	27.3	54.5	18.2	3.18	1.16	.048*
Answering comprehensive questions	62.5	25	12.5	3.71	1.19	64.3	14.3	21.4	3.58	1.19	13.1	38.5	38.5	2.7	1.25	61.9	19	19	3.71	1.1	27.3	45.5	27.3	3	0.77	.047*
Giving instructions and directions	37.5	41.7	20.9	3.21	0.97	35.7	42.9	21.4	3.29	0.97	38.5	46.2	15.4	3.39	0.96	28.6	52.4	19	3.14	1.108	36.4	18.2	45.5	2.81	1.87	0.69
Writing processes	75	16.7	8.3	3.88	0.85	57.2	21.4	21.4	3.58	1.25	53.9	30.8	15.4	3.53	0.96	42.8	42.9	19.3	3.33	0.96	81.8	4.1	9.1	3.91	1.13	0.42
Report writing (events and speeches)	45.8	33.3	20.8	3.38	1.31	50	21.4	28.5	3.35	1.25	52.9	15.4	30.8	3.3	1.25	33.3	52.4	14.3	3.33	0.91	63.7	27.3	9.1	3.72	0.9	0.90
Essay writing	49.5	37.5	12.5	3.59	1.21	50	14.3	35.7	3.29	1.46	7.7	30.8	61.6	2.15	0.98	52.3	28.6	19	3.52	1.03	95.5	27.3	27.3	3.18	1.16	.014*

Notes: All figures are in percentages in mean (M) and standard deviation (SD).

The percentages for 'most interesting' and 'interesting' are summed together. Similarly the percentages for 'less interesting' and 'least interesting' are summed together respectively. The figures for each category are found in appendix II.

#### 5.4.7 Expected level of confidence in various writing genres at the end of the Compulsory English course.

This section 5.4.7.1- 5.4.8.3 discusses the responses of the students in terms of level of confidence in various writing genres as discussed below. Level of confidence of the respondents in writing genres is categorized into three groups: very confident and confident (5 and 4), moderate (3) and less and least confident (2 and 1). Since 5 represents very confident and 1 represents least confident 3 represents moderate. It is assumed that score above 3 can be interpreted as confident.

##### 5.4.7.1 Overall Analysis

**Table 52. Expected Level of Confidence of First Year Students in Various Genres in Writing (n=227)**

	Very Confident & confident	Moderate	Less confident & least confident	M	SD
Descriptions (describing places, self and others)	70	22.5	7.5	3.96	0.99
Writing letters	68.7	26	5.3	3.95	0.88
Paragraph writing	66.1	27.3	6.6	3.83	0.87
Note making	67.4	24.2	8.3	3.75	0.91
Summarizing	55.1	37.9	7.1	3.58	0.82
Writing Curriculum Vitae	62	31.3	16.8	3.54	1.07
Note taking	53.8	33	13.3	3.47	0.94
Précis writing	39.6	39.2	21.1	3.24	0.95

*Notes: All figures are in percentages except mean (M) and deviation (standard SD).*

*The percentages for 'very confident' and 'confident' are summed together. Similarly the percentages for 'less confident' and 'least confident' are summed together respectively. The figures for each category are found in appendix II.*

The overall mean of 3.66 indicates that the students felt confident in performing the above mentioned genres in writing. Table 52 shows that that students expressed greatest ease in performing descriptions (M=3.96 SD.99) and writing letters (M=3.95 SD=0.88). 70% students reported confidence in descriptions. 68.7% students reported confidence in writing letters. Amongst all the 8 writing genres précis writing (M=3.24 SD=0.95) was of most concern to the students as only 39.6% of the respondents reported that they were 'very confident' and 'confident' in précis writing while 21.1% students reported least confidence in précis writing. 39.2% showed 'moderate' response.



## 5.4.7.2 Analysis by Gender

**Table 53. Expected Level of Confidence of First Year Students in Various Genres in Writing (Gender)**

	Female					Male					P-value
	Very confident & confident	Moderate	Less confident & least confident	M	SD	Very confident & confident	Moderate	Less confident & least confident	M	SD	
Note taking	58.9	33.7	8.4	3.55	0.88	50.8	32.6	16.7	3.42	0.98	0.22
Note making	70.5	23.2	6.4	3.80	0.89	65.1	25	9.9	3.72	0.93	0.61
Summarizing	59	32.6	8.4	3.64	0.89	52	41.7	6	3.53	0.77	0.40
Précis writing	42.1	33.7	24.3	3.25	0.94	37.9	43.2	18.9	3.23	0.96	0.95
Descriptions (describing places, self and others)	75.8	20	4.3	4.17	0.93	65.9	24.2	9.8	3.80	1.01	0.00*
Paragraph writing	60	38.9	4.2	3.77	0.83	63.7	30.3	6.1	3.87	0.91	0.34
Writing letters	75.7	20	4.2	4.08	0.85	70.5	21.1	8.4	3.85	0.89	0.05
Writing Curriculum vitae	58.9	27.4	13.7	3.67	1.03	47	34.1	19	3.45	1.09	0.11

*Notes: All the figures are in percentages except mean (M) and standard deviation (SD).*

*The percentages for 'very confident' and 'confident' are summed together. Similarly the percentages for 'less confident' and 'least confident' are summed together respectively. The figures for each category are found in appendix II.*

The overall mean for female respondents (3.74) is slightly higher than male respondents (3.60). The result indicates that female respondents were 'very confident' and 'confident' in performing descriptions ( $M=4.17$   $SD=0.93$ ) and writing letters ( $M=4.08$   $SD=0.85$ ). Almost equally 75.8% and 75.7% female respondents indicated that they were most confident in writing descriptions and writing letters respectively. On the other hand, male respondents showed most confidence in writing a paragraph ( $M=3.87$   $SD=0.91$ ) and writing letters ( $M=3.85$   $SD=0.89$ ). 63.7% and 70.5% male respondents showed confidence in writing a paragraph and writing letters respectively. Both female and male respondents showed least confidence in performing précis writing (female  $M=3.25$ , male  $M=3.23$ ). 58.9% female and 50.8% male respondents were expected to be 'less confident' and 'least confident' in performing précis writing.

Spearman correlations revealed that the correlation between gender groups is (.81). Statistical analysis revealed that there was no significant difference between

ratings on any of the eight writing genres except descriptions (describing places self and others) where  $p=0.00$  which is less than 0.05.

#### 5.4.7.3 Analysis by Faculty

Table 54 above summarizes the perceptions of students from different faculties regarding their expected level of confidence in the various genres of writing. The table 54 above shows that the mean of all the faculties ranged between 3.00 and 5.00. Students of faculty of Life Science, Social Science and Science shows highest mean of 4.25, 4.16 and 4.13 to note making, descriptions and writing letters respectively. Of all the writing genres, the students of all the faculties expressed lack of confidence in *précis writing* (Arts  $M=3.18$   $SD=.95$ , Social Science  $M=3.36$   $SD=.94$ , Commerce  $M=3.04$   $SD=1.07$ , Science  $M=3.26$   $SD=.72$ , Life Science  $M=3.45$   $SD=1.02$ ). In spite of showing lack of confidence in *précis writing* only 28.6%, 13.2%, 31.3%, 13.2% and 15.7% students of Arts, Social Science, Commerce, Science and Life Science faculties rated themselves as 'less confident' and 'least confident' respectively. Most of the students rated their level of confidence as 'moderate' in almost all the genres in writing (See table 53). The Spearman correlation showed no significant correlation between the various faculty groups, Arts and Social Science (.79), Social Science and Commerce (.08), Commerce and Science (.55), Science and Life Science (.55), Social Science and Commerce (.08), Social Science and Science (.67), Social Science and Life Science (.31), Commerce and Life Science (.31), Science and Life Science (.00) and insignificant inverse correlation between Commerce and Science (-.66). However, Analysis of variance shows no significant difference on any of the genres.

Table 54. Expected Level of Confidence of First Year Students in Various Writing Genres (Faculty)

	ARTS					SOCIAL SCIENCE					COMMERCE					SCIENCE					LIFE SCIENCE					P-value
	Very confident & Confident	Moderate	Less confident & Least confident	M	SD	Very confident & Confident	Moderate	Less confident & Least confident	M	SD	Very confident & Confident	Moderate	Less confident & Least confident	M	SD	Very confident & Confident	Moderate	Less confident & Least confident	M	SD	Very confident & Confident	Moderate	Less confident & Least confident	M	SD	
Note taking	41.1	42.9	16.1	3.25	0.85	57.4	27.9	14.8	3.48	1.07	43.8	37.5	18.8	3.33	1.01	68.5	26.3	5.3	3.75	0.75	70.8	25	4.2	3.79	0.72	0.03
Note making	48.2	39.3	12.5	3.41	0.84	82.1	18	9.9	3.72	1	64.6	27.1	8.4	3.71	0.89	79	15.8	5.3	4.05	0.83	87.5	12.5	-	4.25	0.67	0.00
Summarizing	44.7	44.6	10.7	3.46	0.91	55.7	36.1	8.2	3.62	0.89	56.3	39.6	4.2	3.56	0.74	63.2	31.6	5.2	3.68	0.84	62.5	33.3	4.2	3.58	0.58	0.76
Prices writing	42.9	28.6	28.6	3.18	0.95	39.3	47.5	13.2	3.36	0.94	31.2	37.5	31.3	3.04	1.07	36.8	50	13.2	3.26	0.72	56.2	29.2	15.7	3.45	1.02	0.33
Descriptions (Describing places, self and others)	64.3	23.2	12.5	3.86	1.13	78.6	13.1	8.2	4.16	1	64.6	33.3	2.1	3.9	0.83	63.1	28.9	7.9	3.79	1.06	83.3	12.5	4.2	4.04	0.75	0.32
Paragraph writing	57.1	35.7	7.1	3.73	0.9	70.5	23	6.5	3.79	0.83	60.4	31.3	8.3	3.8	0.94	68.4	26.3	5.3	4	0.92	83.4	12.5	4.2	3.95	0.69	0.58
Writing letters	69.7	26.8	3.5	3.95	0.84	67.2	23	9.8	3.93	0.99	68.7	25	5.3	3.85	0.85	73.7	25.3	-	4.13	0.81	62.5	33.3	4.2	3.88	0.89	0.67
Writing curriculum vitae	42.8	39.3	17.9	3.46	1.07	64	18	15	3.65	1.22	18.8	33.3	48	3.46	0.98	39.5	50	10.5	3.42	0.94	70.8	12.5	16.7	3.8	1.02	0.55

Notes: All figures are in percentages except mean (M) and standard deviation (SD).

The percentages for 'most interesting' and 'interesting' are summed together. Similarly the percentages for 'less interesting' and 'least interesting' are summed together respectively. The figures for each category are found in appendix II.

#### 5.4.8 Expected level of confidence of second year students in the various genres of writing at the end of compulsory English course

##### 5.4.8.1 Overall Analysis

**Table 55. Expected Level of confidence of Second Year Students in Various Genres in Writing (n=97)**

	Very confident & Confident	Moderate	Less confident & least confident	M	SD
Paragraph writing	72.1	22.7	5.1	3.91	0.85
Answering comprehension questions	56.7	34	9.3	3.67	0.99
Writing processes	59.8	26.8	13.4	3.62	0.97
Essay writing	52.6	32	15.5	3.52	0.99
Giving instructions & directions	48.5	38.1	13.4	3.46	1.03
Report writing(events and speeches)	45.3	37.1	17.6	3.34	1.00

*Notes: All the figures are in percentages except mean (M) and standard deviation (SD).*

*The percentages for 'very confident' and 'confident' are summed together. Similarly the percentages for 'less confident' and 'least confident' are summed together respectively. The figures for each category are found in appendix II.*

Table 55 above presents the students' perception regarding their expected level of confidence in performing various writing genres by the end of the compulsory English course. The range of mean between 3.91-3.34 shows a high mean. It implies that students are confident about their writing. The mean shows that they were 'most confident' and 'confident' in paragraph writing (M=3.91 SD=.85). 72.1% rated themselves 'very confident' and 'confident' in writing a paragraph while 22.7% rated themselves as 'moderate'. The students reported that they were least confident in report writing (M=3.34 SD=1.00). 45.3% students rated themselves 'very confident' and 'confident' in writing a report while only 17.6% did not show any confidence. 37.1% students rated themselves as 'moderate'. The responses show high mean for answering comprehension questions (M=3.67 SD=.99), writing processes (M=3.62 SD=.97), essay writing (M=3.52 SD=.99) followed by giving instructions and directions (M=3.46 SD=3.03).

## 5.4.8.2 Analysis by Gender

**Table 56. Expected Level of confidence of Second Year Students in Various Genres in Writing (Gender)**

	Female					Male					P-value
	Very confident & confident	Moderate	Less confident & least confident	M	SD	Very confident & confident	Moderate	Less confident & least confident	M	SD	
Paragraph writing	68.8	26.7	4.4	3.89	0.83	75	19.2	5.7	3.92	0.88	0.14
Answering comprehension questions	73.4	17.8	8.9	3.89	0.95	42.3	48.1	9.6	3.48	0.99	0.15
Giving instructions & directions	53.3	37.8	8.8	3.62	1.02	44.2	38.5	17.3	3.33	1.02	0.95
Writing process (making tea etc.)	64.4	26.7	8.9	3.69	0.82	55.8	26.9	17.3	3.56	1.09	0.04*
Report writing (events, meeting & speeches)	37.7	46.7	15.5	3.31	0.99	51.9	28.8	19.3	3.37	1.02	0.50
Essay writing	57.8	33.3	8.9	3.69	0.90	48.1	30.8	21.1	3.37	1.04	0.10

Notes: All the figures are in percentages except mean (M) and standard deviation (SD).

The percentages for 'very confident' and 'confident' are summed together. Similarly the percentages for 'less confident' and 'least confident' are summed together respectively. The figures for each category are found in appendix II.

The responses show a high mean range between 3.31-3.89 and 3.33-3.92 for female and male respondents respectively. Female respondents show high and equal mean of 3.89 for paragraph writing and answering comprehension questions. Female respondents showed least confidence in writing a report. 73.4% female respondents believed that they are 'most confident' and 'confident' in answering comprehension questions. Only 37.7% of female respondents felt confidence in writing a report. 3.92 is a mean for paragraph writing by male respondents whereas lowest mean of 3.33 is given to giving instructions and directions. Where 75% male respondents considered themselves as 'very confident' and 'confident' in writing a paragraph only 5.7% male respondents rated themselves as 'less confident' and 'least confident'. 44.2% male respondents considered themselves as 'very confident' and 'confident' in giving instructions and directions (see table 56). A Spearman correlation between the two

groups is .42. The statistical analysis shows the significant difference with only writing processes (0.04\*).

#### 5.4.8.3 Analysis by Faculty

Findings suggest that the students of faculties of Arts, Social Science and Science showed *least concern in paragraph writing*, Arts ( $M=3.66$   $SD=.81$ ), Social Science ( $M=4.04$   $SD=.69$ ) and Science ( $M=4.23$   $SD=.83$ ). Students of faculties of Commerce ( $M=3.62$   $SD=0.96$ ) and Life Science ( $M=3.82$   $SD=1.07$ ) rated it second. Students of faculty of Commerce rated themselves as most confident in writing processes ( $M=3.92$   $SD=1.11$ ) while students from faculty of Life Science considered themselves as most confident in answering comprehension questions ( $M=3.90$   $SD=.83$ ). Students of faculty of Arts rated themselves as least confident in writing a report ( $M=3.20$   $SD=.93$ ) equally with giving instructions and directions ( $M=3.20$   $SD=1.02$ ) while only 16.6% and 20.9% students of faculty of Arts rated themselves as 'less and least confident' in giving instructions and directions and report writing respectively. Students of faculty of Social Science ( $M=3.39$   $SD=1.16$ ) and Science ( $M=3.14$   $SD=1.10$ ) also rated themselves as least confident in writing a report. Only 25% and 19% students of faculty of Social Science and Science rated themselves as 'less and least confident' in writing a report respectively. Students of faculty of Commerce found themselves as least confident in writing an essay ( $M=2.76$   $SD=.92$ ) students of faculty of Life Science found themselves as least confident in writing giving instructions and directions ( $M=3.45$   $SD=1.03$ ). where 30.8% students of faculty of Commerce rated themselves as 'less and least confident' in essay writing only 9.1% students of faculty of Life Science rated themselves as 'less and least difficult' in writing giving instructions and directions (See table 57). Spearman correlation showed no significant correlation between the rank order groups Arts and Social Science (.79), Arts and Commerce (.08), Arts and Science (.55), Arts and Life Science (.55), Social Science and Commerce (.08), Social Science and Science (.6), Social Science and Life Science (.31), Commerce and Science (-.66), Commerce and Life Science (.31), Science and Life Science (.00). There is a no significant difference with any of the genres.

Table 57. Expected Level of Confidence of Second Year Students in Various Writing Genres (Faculty)

	ARTS				SOCIAL SCIENCE						COMMERCE					SCIENCE					LIFE SCIENCE					P-value
	Very confident & Confident	Moderate	Less confident & Least confident	M	SD	Very confident & Confident	Moderate	Less confident & Least confident	M	SD	Very confident & Confident	Moderate	Less confident & Least confident	M	SD	Very confident & Confident	Moderate	Less confident & Least confident	M	SD	Very confident & Confident	Moderate	Less confident & Least confident	M	SD	
Paragraph writing	54.2	41.7	4.2	3.66	0.817	85.7	10.7	3.6	0.404	0.693	61.6	23.1	15.4	3.615	0.961	76.2	23.8	4.238	0.831	81.8	9.1	9.1	3.818	1.079	0.11	
Answering comprehension questions	46.2	41.7	12.5	3.54	1.215	71.4	25	3.6	3.857	0.891	23.1	53.8	23.1	3.076	0.862	66.7	23.8	9.5	3.81	0.928	63.7	36.4	-	3.909	0.831	0.13
Giving instructions & directions	37.5	45.8	16.6	3.2	1.021	64.3	28.6	7.2	3.786	0.995	53.9	23.1	23.1	3.615	1.193	33.3	52.4	14.3	3.238	0.944	54.6	36.4	9.1	3.455	1.036	0.24
Writing processes	41.7	50	8.3	3.5	0.885	75	14.3	10.7	3.714	0.897	69.3	15.4	15.4	3.923	1.115	52.4	28.6	19	3.429	0.926	63.7	18.2	18.2	3.636	1.286	0.61
Report Writing (events and Speeches)	41.7	37.5	20.9	3.208	0.932	57.2	17.9	25	3.393	1.166	46.2	46.2	7.7	3.462	0.776	28.6	52.4	19	3.143	1.108	54.6	45.5	-	3.727	0.786	0.55
Essay writing	50	33.3	16.7	3.583	1.06	71.4	14.3	14.3	3.75	1.041	7.7	61.5	30.8	2.769	0.927	52.4	38.1	9.5	3.524	0.814	63.6	27.3	9.1	3.636	0.809	0.05

Notes: All figures are in percentages except mean (M) and standard deviation (SD).

The percentages for 'most interesting' and 'interesting' are summed together. Similarly the percentages for 'less interesting' and 'least interesting' are summed together respectively. The figures for each category are found in appendix II.

**5.5 The respondents' perception on the following variables taken for the present study: degree of motivation in writing, functional utility in writing, cognitive aspect in writing, self-assessment in writing, level of difficulty in writing and genre based ability in writing.**

#### **5.5.1 Degree of Motivation in Writing**

##### **5.5.1.1 Overall analysis**

**Table 58. Degree of Motivation in Writing (n 227)**

	Strongly agree & agree	Uncertain	Disagree & strongly disagree	M	SD
I want to improve my sentence construction	16.7	11	72.3	2.23	1.15
I am interested in writing	9.3	11	79.7	2.11	0.91
Writing helps me to secure good marks	8.8	6.2	85	1.85	1.10

*Notes: All figures are in percentages except (M) and standard deviation (SD).*

*The percentages for 'strongly agree' and 'agree' are summed together. Similarly, percentages for 'disagree' and 'strongly disagree' are summed together. The figures for each category are found in appendix II.*

The mean for students' motivation in writing ranged from 1.85-2.23. The overall mean for students' motivation in writing was 2.06 with a standard deviation of 1.10. This implies that students are less motivated in writing. Results show that majority of students (79.7%) stated that they are not interested in writing. 72.3% students affirmed that they do not want to improve sentence construction. Only 8.8% students believed that writing helps to secure good marks.



### 5.5.1.2 Analysis by Gender

**Table 59. Degree of Motivation in Writing (Gender)**

	Female					Male					P-value
	Strongly agree & agree	Uncertain	Disagree & Strongly disagree	M	SD	Strongly agree & agree	Uncertain	Disagree & Strongly disagree	M	SD	
I am interested in writing	9.5	8.4	82.1	2.09	0.94	9.1	12.9	78	2.13	0.88	0.73
I want to improve my sentence construction	17.4	13.6	69	2.29	1.17	16.2	7.4	76.8	2.16	1.13	0.47
Writing helps me to secure good marks	8.4	6.3	85.3	1.82	1.08	9.1	6.1	84.8	1.88	1.13	0.66

*Notes: All figures are in percentages except (M) and standard deviation (SD).*

*The percentages for 'strongly agree' and 'agree' are summed together. Similarly, percentages for 'disagree' and 'strongly disagree' are summed together. The figures for each category are found in appendix II.*

The overall mean of female and male respondents' responses is 2.02 and 2.10 respectively which implies that both female and male respondents are less motivated in writing. Both female and male respondents show quite similar responses when 82.1% female respondents and 78% male respondents believed that they are not interested in writing. 69% female and 76.8% male respondents stated that they do not want to improve sentence construction. Only 8.4% female and 9.1% male respondents believed that writing also helps to secure good marks. T- test showed with no significant difference found on the responses of motivation in writing (Table 59). A Spearman's rho correlation revealed a highly significant correlation between gender group (1.00\*).

### 5.5.1.3 Analysis by Faculty

The overall mean for the faculty of Arts is 2.03, Social Science is 2.03, Commerce is 2.08, Science is 2.05 and Life Science is 2.23. The mean therefore, shows that students of all the faculties are less motivated in writing. As only 7.2%, 6.5%, 12.4%, 13.2% and 8.3% students of faculty of Arts, Social Science, Commerce, Science and Life Science responded that they are interested in writing. Results also show that majority of students 76.8%, 80.2%, 70.8%, 76.3% students of Arts, Social Science, Commerce, and Science responded that they do not want to improve their sentence construction respectively. Also, 76.8%, 83.6%, 91.6%, 86.8% and 91.3% students of all the faculties of Arts, Social Science, Commerce, Science and Life Science do not believe that writing helps to secure good marks respectively. The Spearman rho correlation coefficient shows a highly significant correlation between the rank order group Social Science and Science (1.00\*\*) and Social Science and Life Science (1.00\*\*). An insignificant correlation was found between Arts and Social Science (.50), Arts and Science (.50), Social Science and Commerce (.50), Social Science and Life Science (.50), Commerce and Science (.50) and Science and Life Science (.50). An insignificant inverse correlation was found between Arts and Commerce (-.50) and Arts and Life Science (-.50).

Table 60. Degree of Motivation in Writing (Faculty)

Survey Items ↓	ARTS					SOCIAL SCIENCE					COMMERCE					SCIENCE					LIFE SCIENCE					P- value
	Strongly agree & Agree	Uncertain	Disagree & Strongly disagree	M	SD	Strongly agree & Agree	Uncertain	Disagree & Strongly disagree	M	SD	Strongly agree & Agree	Uncertain	Disagree & Strongly disagree	M	SD	Strongly agree & Agree	Uncertain	Disagree & Strongly disagree	M	SD	Strongly agree & Agree	Uncertain	Disagree & Strongly disagree	M	SD	
I am interested in writing	7.2	10.6	82.2	2	0.93	6.5	13.1	80.4	2.13	0.78	12.4	14.6	73	2.22	0.88	13.2	7.9	78.9	2.21	1.07	8.3	8.3	83.3	2.08	1.05	0.802
I want to improve my sentence construction	10.2	12.5	76.8	2.05	1.08	13.2	6.6	80.2	2.08	1.11	22.9	6.3	70.8	2.35	1.24	15.8	7.9	76.3	2.15	0.97	29.2	33.3	37.5	2.91	1.31	0.21
Writing helps me to secure good marks	12.5	10.7	76.8	2.05	1.25	9.8	6.6	83.6	1.9	1.15	8.4	-	91.6	1.68	1.05	5.3	79	86.8	1.81	0.98	4.2	4.2	91.3	1.7	0.9	0.486

Notes: All figures are in percentages except mean (M) and standard deviation (SD).

The percentages for 'strongly agree' and 'agree' are summed together. Similarly, percentages for 'disagree' and 'strongly disagree' are summed together. The figures for each category are found in appendix II.

## 5.5.2 Functional Utility in Writing

### 5.5.2.1 Overall Analysis

**Table 61. Functional Utility in Writing (n=227)**

	Strongly agree & Agree	Uncertain	Disagree & strongly disagree	M	SD
Writing will help me to learn other subjects well	16.8	17.2	66.1	2.29	1.16
Writing will help me to improve my overall communication	12.8	7.5	80.2	2.03	1.03
Writing prepares me for my future career	9.3	12.3	78.4	1.96	1.03

*Notes: All figures are in percentages except (M) and standard deviation (SD).*

*The percentages for 'strongly agree' and 'agree' are summed together. Similarly, percentages for 'disagree' and 'strongly disagree' are summed together. The figures for each category are found in appendix II.*

Table 61 shows the responses of the students on the functional utility of writing. The responses show that only 9.3%, 12.8% students believed that writing prepares for future career and helps to improve overall communication. Also only 16.8% students believed that writing helps to learn other subjects well.

### 5.5.2.2 Analysis by Gender

**Table 62. Functional Utility in Writing (Gender)**

	Female					Male					P-value
	Strongly agree & agree	Uncertain	Disagree & Strongly disagree	M	SD	Strongly agree & agree	Uncertain	Disagree & Strongly disagree	M	SD	
Writing will help me to learn other subjects well.	9.5	5.3	85.2	1.87	1.00	14.4	8.3	77.2	2.12	1.05	0.10
Writing will help me to improve my overall communication skills.	10.5	12.6	76.8	2.03	1.06	21.2	20.5	58.3	2.46	1.21	0.00*
Writing prepares me for my future career.	8.5	8.4	83.2	1.81	1.02	11.8	14.4	75.7	2.05	1.05	0.13

Notes: All figures are in percentages except (M) and standard deviation (SD).

The percentages for 'strongly agree' and 'agree' are summed together. Similarly, percentages for 'disagree' and 'strongly disagree' are summed together. The figures for each category are found in appendix II.

The overall mean for female respondents is 1.90 and male respondents is 2.21. This implies low perception of both female and male respondents. Responses show that only 9.5% and 8.5% female respondents and 14.4% and 11.8% male respondents believed that writing helps to improve overall communication skills and prepare for future career respectively. Also, whereas 85.2% and 83.2% female respondents and 77.2% and 75.7% male respondents believed that writing do not help to improve overall communication skills neither prepares for future career. The results show a significant difference in the responses of the gender group for the statement that writing will help me to improve my communication skills (0.00\*). Moreover, the Spearman correlation coefficient between the gender group is (1.00\*\*) which is highly significant.

### 5.5.2.3 Analysis by Faculty

Table 63 summarizes the responses of the students of different faculties towards the functional utility of writing. The students' responses showed no significant difference based on ANOVA results. A Spearman correlation showed a highly significant correlation between the faculty groups of Arts and Life Science (1.00\*\*) and Social Science and Science (1.00\*\*) and no significant correlation between Arts and Social Science (.50), Arts and Science (.50), Social Science and Commerce (.50), Commerce and Science (.50) and Science and Life Science (.50). The insignificant inverse correlation was found between Arts and Commerce (-.50), Social Science and Life Science (-.50) and Commerce and Life Science (-.50). The overall mean for the Arts is 2.13, Social Science is 2.03, Commerce is 2.22, Science is 2.08 and Life Science is 2.05. The findings indicate that a significant percentage of students of faculty of Arts (82.2%, 71.4%), Social Science (75.4%, 82%) Commerce (75.1%, 79.2%), Science (78.9%, 76.3%) and Life Science (91.7%, 83.3%) believe that writing does not help to improve overall communication skills neither it prepares for future career. Also, 58.9% students of faculty of Arts, 72.1% students of faculty of Social Science, 72.9% students of faculty of Commerce, 68.4% students of faculty of Science and 50% students of faculty of Life Science believe that writing does not help to learn other subjects well (see table 63).

Table 63. Functional Utility in writing (Faculty)

	ARTS					SOCIAL SCIENCE					COMMERCE					SCIENCE					LIFE SCIENCE					P-value
	Strongly agree & Agree	Uncertain	Disagree & Strongly disagree	M	SD	Strongly agree & Agree	Uncertain	Disagree & Strongly disagree	M	SD	Strongly agree & Agree	Uncertain	Disagree & Strongly disagree	M	SD	Strongly agree & Agree	Uncertain	Disagree & Strongly disagree	M	SD	Strongly agree & Agree	Uncertain	Disagree & Strongly disagree	M	SD	
Writing will help me to improve my over all communication skills.	7.2	10.7	82.2	1.89	1.03	14.7	9.8	75.4	2.11	1.12	18.8	6.3	75.1	2.31	1.11	18.4	2.6	78.9	20.7	1.12	4.2	4.2	91.7	1.82	70	.712
Writing will help me to learn other subject well	14.3	26.8	58.9	2.39	1.18	14.7	13.1	72.1	2.16	1.12	18.7	8.3	72.9	2.29	1.20	18.4	13.2	68.4	2.21	1.14	16.7	33.3	50	2.45	1.14	.712
Writing prepares me for my future career	12.5	16.1	71.4	2.11	1.13	8.2	9.8	82	1.83	0.96	12.5	8.3	79.2	2.08	1.04	7.9	15.8	76.3	1.97	1.15	4.2	12.5	83.3	1.87	.94	.837

Notes: All figures are in percentages except mean (M) and standard deviation (SD).

The percentages for 'strongly agree' and 'agree' are summed together. Similarly, percentages for 'disagree' and 'strongly disagree' are summed together. The figures for each category are found in appendix II.

### 5.5.3 Self-assessment in writing

#### 5.5.3.1 Overall Analysis

**Table 64. Self- assessment in Writing (n=227)**

	Strongly agree & Agree	Uncertain	Disagree & Strongly disagree	M	SD
I am satisfied with my writing performance	28.2	25.6	46.3	2.76	1.04
I need a thorough training in writing	23.3	22.5	23.3	2.54	1.16
I can write meaningful sentences	15	17.6	66.6	2.29	1.06

*Notes: All figures are in percentages except (M) and standard deviation (SD).*

*The percentages for 'strongly agree' and 'agree' are summed together. Similarly, percentages for 'disagree' and 'strongly disagree' are summed together. The figures for each category are found in appendix II.*

The overall mean of 2.53 reflects the student's low perception of self-assessment in writing. Results show that 28.2% students reported that they are satisfied with their writing performance while 46.3% students reported that they are not satisfied with their writing performance (M=2.76 SD=1.04). Only 15% students believed that they can write meaningful sentences while 66.6% students reported that they cannot write meaningful sentences. Also, only 23.3% students reported that they need thorough training in writing while only 23.3% students believed that they do not need thorough training in writing.



## 5.5.3.2 Analysis by Gender

Table 65. Self-assessment in Writing (Gender)

	Female					Male					P-value
	Strongly agree & agree	Uncertain	Disagree & Strongly disagree	M	SD	Strongly agree & agree	uncertain	Disagree & Strongly disagree	M	SD	
I need a thorough training in writing	27.4	18.9	53.7	2.58	1.24	20.4	25	54.5	2.51	1.08	0.66
I am satisfied with my writing performance	25.3	30.5	44.2	2.74	0.97	30.3	22	47.7	2.78	1.09	0.86
I can write meaningful sentences	9.5	17.9	72.6	2.15	1.14	19	17.4	63.6	2.39	1.14	0.12

Notes: All figures are in percentages except (M) and standard deviation (SD).

The percentages for 'strongly agree' and 'agree' are summed together. Similarly, percentages for 'disagree' and 'strongly disagree' are summed together. The figures for each category are found in appendix II.

The overall score of female respondents is 2.49, and male respondents is 2.56 which shows the low perception of female and male respondents in self-assessment of writing. As can be seen in the table 65 above, majority of female (72.6%) and male respondents (63.6%) believed that they cannot write meaningful sentences. Whereas 44.2% and 47.7% female and male respondents stated that they are satisfied with their writing performance. 53.7% and 54.5% male respondents believed that they do not need thorough training in writing. Statistical analysis showed that there is no significant difference between the two groups (See table 65). Moreover, Spearman rho's coefficient correlation showed a highly significant correlation between the two groups (1.00\*).

### 5.5.3.3 Analysis by Faculty

As can be seen in the table 66 the mean for all faculty groups is quite low as it ranged from 1.83-2.89. Where a majority of students of faculties of Arts (69.6%), Social Science (75.4%), Commerce (78.3%) and Life Science (54.2%) believed that they do not need of training in writing, only 31.6% students of faculty of Science believed so. A large percentage of the students of Social Science and Life Science faculty (72.1 % and 75%) reported that they are notsatisfied with their writing performance respectively. Students of faculties of Arts (64.3%), Social Science (82%), Commerce (79.2%), Science (76.3%) and Life Science (75%) also reported that they cannot write meaningful sentences (See table 66). The analysis of variance showed no significant difference between the five faculty groups. The coefficient correlation showed the highly significant inverse correlation between Arts and Life Science (-1.00\*\*) and positive inverse correlation between Social Science and Commerce (1.00\*\*). No significant correlation was found between Arts and Social Science(.50), Arts and Commerce(-.50), Social Science and Science (.50), Commerce and Science (.50) and Science and Life Science (.50). Insignificant inverse correlation was found between Arts and Science (-.50), Social Science and Life Science (-.50) and Commerce and Life Science (-.50).

Table 66. Self-Assessment in Writing of (Faculty)

	ARTS				SOCIAL SCIENCE				COMMERCE				SCIENCE				LIFE SCIENCE				P- value					
	Strongly agree & Agree	Uncertain	Disagree & Strongly disagree	M	SD	Strongly agree & Agree	Uncertain	Disagree & Strongly disagree	M	SD	Strongly agree & Agree	Uncertain	Disagree & Strongly disagree	M	SD	Strongly agree & Agree	Uncertain	Disagree & Strongly disagree	M	SD						
I need a through training in writing	14.3	16.1	69.6	2.25	1.04	14.7	9.8	75.4	2.11	1.12	25.1	16.7	78.3	2.39	1.30	29	39.5	31.6	2.89	1.08	25	20.8	54.2	2.75	1.07	.06
I am satisfied with my writing performance	13.2	25	42.8	2.85	1.03	14.7	13.1	72.1	2.16	1.12	29.2	27.1	43.7	2.81	1.04	28.9	31.6	39.5	2.81	.95	8.4	16.7	75	2.16	10.96	0.5
I can write meaningful sentences	16	19.6	64.3	2.37	1.13	8.2	9.8	82.0	1.83	.96	6.3	14.6	79.2	2.06	.93	13.1	10.5	76.3	2.05	1.06	12.5	12.5	75	2.16	1.04	0.18

Notes: All figures are in percentages except mean (M) and standard deviation (SD).

The percentages for 'strongly agree' and 'agree' are summed together. Similarly, percentages for 'disagree' and 'strongly disagree' are summed together. The figures for each category are found in appendix II.

### 5.5.4 Cognitive Aspect in Writing

#### 5.5.4.1 Overall Analysis

**Table 67. Cognitive aspect in writing (n=227)**

	Strongly agree & Agree	Uncertain	Disagree & Strongly disagree	M	SD
I write regularly to improve my writing	29.5	19.8	50.7	2.65	1.14
I share my writing to seek advice	27.3	15.4	57.3	2.58	1.18
I revise my writing	19.4	14.5	65.1	2.36	1.08
I plan my writing before I begin.	24.2	14.5	61.2	2.51	1.16
I need the help of my teachers in practicing writing skills	21.6	10.6	67.9	2.34	1.17

*Notes: All figures are in percentages except (M) and standard deviation (SD).*

*The percentages for 'strongly agree' and 'agree' are summed together. Similarly, percentages for 'disagree' and 'strongly disagree' are summed together. The figures for each category are found in appendix II.*

The overall mean score for all cognitive ability statements were 2.48 trending toward the lower range of 2.0. This means that students show low cognitive ability in writing. Responses of the students show that majority of students i.e. 57.3%, 65.1% and 61.2% responded that they do not share their writing to seek advice, do not revise their writing, neither plan their writing respectively. Also 67.9% students believed that they do not need the help of their teachers in practicing writing skills. 50.7% students stated that they do not write regularly to improve their writing whereas only 29.5% students stated that they write regularly to improve their writing.

### 5.5.4.2 Analysis by Gender

**Table 68. Cognitive aspect in writing (Gender)**

	Female					Male					P-value
	Strongly agree & agree	Uncertain	Disagree & Strongly disagree	M	SD	Strongly agree & agree	Uncertain	Disagree & Strongly disagree	M	SD	
I plan my writing before I begin	22.1	12.6	65.2	2.46	1.13	25.9	15.9	58.4	2.56	1.81	0.53
I write regularly to improve my writing	24.3	22.1	52.7	2.65	1.00	19.8	18.2	62.1	2.65	1.23	0.99
I revise my writing	13.7	14.7	71.6	2.21	0.96	23.5	14.4	62.1	2.48	1.14	0.06
I share my writing to seek advice	21.1	15.8	63.2	2.45	1.11	31.8	15.2	53	2.67	1.22	0.16
I need the help of teachers in practicing writing skills	23.2	12.6	64.2	2.47	1.12	15.5	14.7	69.3	2.26	1.20	0.17

Notes: All figures are in percentages except (M) and standard deviation (SD).

The percentages for 'strongly agree' and 'agree' are summed together. Similarly, percentages for 'disagree' and 'strongly disagree' are summed together. The figures for each category are found in appendix II.

The overall mean of female respondents is 2.44 while the overall mean of male respondents 2.52, which is slightly higher than female respondents. The mean therefore shows a low cognitive aspect in writing. It can be seen clearly in the table 66 above that majority of female (52.7% and 71.6%) and male (62.1% and 62.1%) respondents stated they neither write regularly to improve their writing, nor revised after writing. Further, (63.2% female and 53% male) they do not share their writing to seek advice also. 64.2% female and 69.3% male respondents believed that they do not need the help of their teachers to seek advice. Statistical analysis revealed that there is no significant difference in any of the variable (see table 68). There was no significant correlation between gender groups (.00).

### 5.5.4.3 Analysis by faculty

Table 69 above showed the differing opinions of the students of different faculties regarding the cognitive aspects of their writing. As can be seen in the table 63 above

that majority of students of all the faculties reported that they do not plan their writing, do not write regularly to improve their writing, do not revise their writing, do not share their writing to seek advice (See table 69). Majority of students of the faculties of Arts (71.4%), Social science (73.8%), Commerce (58.3%), Science (65.7%) and Life Science (66.6%) believed that they do not need the help of the teachers in practicing writing skills. The Spearman's rho correlation showed no significant correlation between any of the rank order groups Arts and Social Science(.30), Arts and Commerce(.00), Arts and Science (.41), Social Science and science (.35), Social science and Life Science (.05), Commerce and Science (.66), Commerce and Life science (.66) and Science and Life science (.15). Insignificant inverse relationship was found between Arts and Life Science (-10) and Social Science and Commerce (-.20),

Table 69. Cognitive ability in Writing (Faculty)

Survey Items ↓	ARTS					SOCIAL SCIENCE					COMMERCE					SCIENCE					LIFE SCIENCE					P-value
	Strongly agree & Agree	Uncertain	Disagree & Strongly disagree	M	SD	Strongly agree & Agree	Uncertain	Disagree & Strongly disagree	M	SD	Strongly agree & Agree	Uncertain	Disagree & Strongly disagree	M	SD	Strongly agree & Agree	Uncertain	Disagree & Strongly disagree	M	SD	Strongly agree & Agree	Uncertain	Disagree & Strongly disagree	M	SD	
I plan my writing before I begin	32.1	12.5	55.4	2.71	1.23	26.3	9.8	63.9	2.50	1.19	20.9	20.8	58.4	2.50	1.14	15.8	13.2	71.1	2.34	1.04	16.7	20.8	62.5	2.25	1.07	.51
I write regularly to improve my writing	21.4	23.2	55.3	2.53	1.17	16.4	19.7	63.9	2.31	.99	48	20.8	31.3	3.14	1.05	39.5	15.8	44.7	2.78	1.14	25	20.8	54.32	2.45	1.25	.00*
I revise my writing	12.5	16.1	71.4	2.14	1.11	22.9	11.5	65.6	2.47	1.10	27.1	20.8	52.1	2.56	1.08	13.1	15.8	71.0	2.34	.9	20.9	4.2	75	2.25	1.15	.12
I share my writing to seek advice	16.1	14.3	69.6	2.28	1.05	29.6	16.4	54.1	2.67	1.17	33.4	12.5	54.1	2.64	1.26	23.4	26.3	47.4	2.76	1.05	37.5	8.3	54.2	2.66	1.46	.22
I need the help of the teachers in practicing writing skills	23.3	5.4	71.4	2.23	1.25	13.1	13.1	73.8	2.22	1.03	35.5	6.3	58.3	2.60	1.30	13.2	21.1	65.7	2.21	.99	25	8.3	66.6	2.54	1.38	.22

Notes: All figures are in percentages except mean (M) and standard deviation (SD).

The percentages for 'strongly agree' and 'agree' are summed together. Similarly, percentages for 'disagree' and 'strongly disagree' are summed together. The figures for each category are found in appendix 11.

### 5.5.5 Difficult Areas in Writing

#### 5.5.5.1 Overall Analysis

**Table 70. Difficult Areas in Writing (n=227)**

	Strongly agree & Agree	Uncertain	Disagree & Strongly disagree	M	SD
I find it difficult to start the writing the writing activity.	38.3	21.6	40.1	2.98	1.17
I face difficulty in grammar in writing.	34.4	15	50.7	2.80	1.22
I find organizing ideas a difficult process.	31.7	22.9	45.3	2.83	1.07
I face problems at the level of vocabulary	25.3	19.4	55.5	2.56	1.11

*Notes: All figures are in percentages except (M) and standard deviation (SD).*

*The percentages for 'strongly agree' and 'agree' are summed together. Similarly, percentages for 'disagree' and 'strongly disagree' are summed together. The figures for each category are found in appendix II.*

*These statements got the value of 5 for strongly disagree and 1 for strongly agree.*

The overall mean of 2.79 shows a low difficulty level of the students in the writing areas. The responses show that 55.5%, 50.7% and 45.3% students reported that they do not face difficulty in vocabulary, grammar and organization respectively. Only 25.3%, 34.4% and 31.7% students stated that they face difficulty in vocabulary, grammar and organization respectively. To start a writing activity was found difficult for 40.1% students while 38.3% students do not find it difficult.



## 5.5.5.2 Analysis by Gender

Table 71. Difficult Areas in Writing (Gender)

	Female					Male					P-value
	Strongly agree & agree	Uncertain	Disagree & Strongly disagree	M	SD	Strongly agree & agree	Uncertain	Disagree & Strongly disagree	M	SD	
I do not find it difficult to start the writing activity.	35.8	23.2	41	3.08	1.45	36.4	20.5	43.2	2.90	1.97	0.24
I do not face difficulty in grammar in writing.	29.5	12.6	57.9	2.67	1.88	37.8	16.7	45.3	2.87	1.24	0.21
I do not find organizing ideas a difficult process.	30.6	25.3	44.2	2.88	0.99	32.6	21.2	46.2	2.80	1.12	0.57
I do not face problems at the level of vocabulary	26.4	23.2	50.6	2.67	0.99	24.2	16.7	59.1	2.52	1.88	0.31

Notes: All figures are in percentages except (M) and standard deviation (SD).

The percentages for 'strongly agree' and 'agree' are summed together. Similarly, percentages for 'disagree' and 'strongly disagree' are summed together. The figures for each category are found in appendix II.

These statements got the value of 5 for strongly disagree and 1 for strongly agree.

Responses show that almost half of the population of both female and male respondents reported that they do not face difficulty in grammar, vocabulary, organization and sentence construction (See table 71). 57.9% and 45.3 % female and male respondents reported that they do not face difficulty in grammar in writing. 44.2% and 46.2% female and male respondents reported that they find organizing ideas a difficult process. Also, 50.6% female respondents and 59.1% of male respondents stated that they do not face problems at the level of vocabulary. However, starting a writing activity was found difficult to 41% female and 43.2% male respondents. No significant difference was found within the difficulty level between gender groups (See table 71). The correlation coefficient between female and male respondents is insignificant (0.00).

### 5.5.5.3 Analysis by Faculty

Table 72 above represents the responses of the students of different faculties on difficult areas in writing. The overall mean for faculty of Arts is 2.60, faculty of Social Science is 3.01, faculty of Commerce is 2.60, faculty of Science is 2.81 and Life Science is 3.26. 41.6%, 37.5% and 41.7% students of faculty of Life Science reported that they find difficulty in grammar, organization and vocabulary respectively. Whereas 37.5%, 29.2% and 50% students of faculty of Life Science reported that they do not find any difficulty in grammar, organization and vocabulary respectively. Only 17.8% and 17.9% students of faculty of Arts find difficulty in grammar and vocabulary. 44.8% students of faculty of Science reported that they face difficulty in grammar (See table 72). Spearman correlation shows the only highly significant correlation with commerce and life science (1.00\*\*). No significant correlation was found between Arts and Social Science (.94), Arts and Commerce (.63), Arts and science (.94), arts and Life Science (.63), Social Science and Commerce (.80), Social Science and Science (.80), Social Science and Life Science (.80), Commerce and Science (.40), Science and Life Science (.40). However no significant difference was found with any of the variable except vocabulary (.00).

Table 72. Difficulty Level in Writing (Faculty)

	ARTS					SOCIAL SCIENCE					COMMERCE					SCIENCE					LIFE SCIENCE					P-value
	Strongly agree & Agree	Uncertain	Disagree & Strongly disagree	M	SD	Strongly agree & Agree	Uncertain	Disagree & Strongly disagree	M	SD	Strongly agree & Agree	Uncertain	Disagree & Strongly disagree	M	SD	Strongly agree & Agree	Uncertain	Disagree & Strongly disagree	M	SD	Strongly agree & Agree	Uncertain	Disagree & Strongly disagree	M	SD	
I find it difficult to start the writing activity	24.9	12.5	53.6	2.78	1.24	42.6	26.2	31.2	3.16	1.17	31.3	25	43.8	2.8	1.11	39.5	18.4	42.1	3.05	1.18	45.9	29.2	25	3.08	1.17	0.3
I face difficulty in grammar in writing	17.8	14.3	59	2.6	1.26	37.7	16.4	45.9	2.96	1.18	27.1	12.5	60.4	2.52	1.27	44.8	13.2	33.1	2.97	1.17	41.6	20.8	37.5	3.04	1.16	0.1
I find organizing Ideas a difficult process	28.6	14.3	57.2	2.6	1.12	37.7	16.4	45.9	3.03	1.03	29.2	27.1	43.7	2.83	1.07	29	13.2	57.9	2.68	1.09	37.5	33.3	29.2	3.12	0.89	0.1
I face problems at the level of vocabulary	17.9	23.2	59	2.42	1.02	36.1	29.5	34.4	2.91	1.08	19.7	10.4	72.9	2.27	1.06	23.7	26.3	50	2.57	1.1	41.7	8.3	50	2.83	1.2	.00*

Notes: All figures are in percentages except mean (M) and standard deviation (SD).

The percentages for 'strongly agree' and 'agree' are summed together. Similarly, percentages for 'disagree' and 'strongly disagree' are summed together. The figures for each category are found in appendix II. These statements got the value of 5 for strongly disagree and 1 for strongly agree.

### 5.5.6 Genre based ability in writing

#### 5.5.6.1 Overall analysis

**Table 73. Genre based Ability in Writing (n=227)**

	Strongly agree & agree	Uncertain	Strongly disagree & disagree	M	SD
I am able to summarize a text in English	10.1	17.2	72.7	2.22	0.94
I am able to write a report	12.4	14.5	73.2	2.18	1.02
I am able to write job applications in English.	11.4	13.7	74.9	2.12	1.04
I am able to write an essay in English	8.8	14.1	77.1	2.10	0.95
I am able to write personal letter in English	11.4	11	77.5	2.07	1.04
I am able to make notes in English	11	7.9	81	2.01	0.97

*Notes: All figures are in percentages except (M) and standard deviation (SD).*

*The percentages for 'strongly agree' and 'agree' are summed together. Similarly, percentages for 'disagree' and 'strongly disagree' are summed together. The figures for each category are found in appendix II.*

The overall mean of 2.11 shows that the students have low perception on genre based ability in writing. Table 73 above shows that 72.7% students reported that they cannot summarize a text. 77.5%, 77.1%, 74.9% and 73.2% responded that they cannot write a personal letter (M= 2.07 SD=1.04), essay (M=2.10 SD=0.95), job applications (M=2.12 SD=1.04) and report in English (M=2.18 SD=1.02). Also 81% stated that they cannot even make notes in English (M=2.01 SD=0.97).

## 5.5.6.2 Analysis by Gender

Table 74. Genre based Ability in Writing (Gender)

	Strongly agree & agree	Uncertain	Strongly disagree & disagree	M	SD	Strongly agree & agree	Uncertain	Strongly disagree & disagree	M	SD	P-value
I am able to write a report in English	9.5	15.8	74.8	2.11	0.94	14.4	13.6	71.9	2.23	1.08	.67
I am able to write job applications in English	9.5	16.8	73.7	2.10	1.06	12.9	11.4	75.7	2.14	1.03	.22
I am able to summarize a text in English	5.3	17.9	76.8	2.05	0.82	13.6	16.7	69.7	2.35	0.99	.27
I am able to write a personal letter in English	10.6	10.7	79	2.01	1.01	12.1	11.4	86.5	2.12	1.06	.64
I am able to write an essay	4.3	13.7	82.1	1.96	0.79	12.1	14.4	73.5	2.20	1.04	.17
I am able to make notes in English	8.5	9.5	82.1	1.93	0.98	12.8	6.8	80.3	2.07	1.01	.35

Notes: All figures are in percentages except (M) and standard deviation (SD).

The percentages for 'strongly agree' and 'agree' are summed together. Similarly, percentages for 'disagree' and 'strongly disagree' are summed together. The figures for each category are found in appendix II.

As can be seen in the table 74 above that both female and male respondents were quite similar in their perception regarding their ability in the above mentioned genres in writing. A high percentage of both female (74.8%, 73.7%, 79%, 82.1%) and male (71.9%, 75.7%, 86.5%, 73.5%) respondents reported that they were unable to write a report, a job application, personal letter and an essay. 76.8% and 69.7% female and male respondents believed that they can summarize a text. The analysis of variance shows that there is no significant difference on any of the genre (See table 74). No significant correlation was found between the gender groups (.60).

### 5.5.6.3 Analysis by Faculty

The responses show that the majority of students of all the faculties accepted that they are unable to write the genres listed in table 75. A large number of students (95.9%) students of faculty of Life Science responded that they cannot make notes in English. Majority of students (76.7%) of faculty of Arts responded that they are unable to make notes in English. 85.2% students of faculty of Social Science equally responded that they are unable to make notes and write essay in English. 83.4% students of faculty of Commerce also believed that they cannot even make notes in English. A large number of students 89.5% of faculty of Science believed that they cannot write personal letter. One-way analysis of variance (ANOVA) show no difference among the various groups of faculties. There is no significant correlation between the responses of various faculties on their genre based ability in writing Arts and Social Science (.40), Arts and Commerce (.34), Arts and Science (.63), Arts and Life science (.39), Social Science and Commerce (.11), Social Science and Science (.23), Science and Life Science (.37). The results show insignificant inverse correlation between Social Science and Life Science (-.15), Commerce and science (-.08) and Commerce and Life Science (-.40).

Table 75. Genre based Ability in Writing (Faculty)

	ARTS					SOCIAL SCIENCE					COMMERCE					SCIENCE					LIFE SCIENCE					P-value
	Strongly agree & Agree	Uncertain	Disagree & Strongly disagree	M	SD	Strongly agree & Agree	Uncertain	Disagree & Strongly disagree	M	SD	Strongly agree & Agree	Uncertain	Disagree & Strongly disagree	M	SD	Strongly agree & Agree	Uncertain	Disagree & Strongly disagree	M	SD	Strongly agree & Agree	Uncertain	Disagree & Strongly disagree	M	SD	
I am able to write a report in English	16.1	19.6	64.3	2.29	1.07	11.5	13.1	75.5	2.16	0.99	6.3	16.7	77.1	2.08	0.87	18.4	7.9	73.7	2.32	1.16	8.4	12.5	79.2	2.04	1	0.67
I am able to write job applications in English	14.3	19.6	66.1	2.25	1.03	13.2	8.2	78.6	2.09	1.12	10.5	18.8	70.9	2.29	1	10.6	10.5	78.9	2	1.09	4.2	8.3	87.5	1.75	0.79	0.22
I am able to summarize the given information	3.5	17.9	69.6	2.34	0.87	11.5	19.7	68.8	2.31	1.04	6.3	22.9	70.8	2.27	0.86	7.9	13.2	71	2	0.96	8.3	8.3	83.3	2	0.83	0.27
I am able to write a personal letter	19.7	7.1	46.3	2.21	1.18	13.1	11.5	75.4	2.08	1.11	6.3	22.9	70.9	2.13	0.98	5.2	5.3	89.5	1.87	0.84	8.4	8.3	83.3	2.04	0.95	0.64
I am able to write an essay	5.3	19.6	66	2.32	1.02	13.1	11.5	85.2	1.88	90	12.6	8.3	79.2	2.17	1.05	5.2	15.8	79	2.13	0.81	8.3	12.5	79.2	2.04	0.86	0.17
I am able to make notes in English	12.1	10.7	76.7	2.05	1.01	4.9	9.8	85.2	2.08	1.05	12.5	4.2	83.4	2.13	0.91	5.3	7.9	86.9	1.92	0.94	4.2	-	95.9	1.67	0.7	0.35

Notes: All figures are in percentages except mean (M) and standard deviation (SD).

The percentages for 'strongly agree' and 'agree' are summed together. Similarly, percentages for 'disagree' and 'strongly disagree' are summed together. The figures for each category are found in appendix II.

## CHAPTER VI

### CONCLUSION AND IMPLICATIONS

#### 6. Introduction

This chapter addresses the research questions designed to identify the writing needs of the ESL undergraduates of the university. Based on the findings of the present writing needs analysis, this chapter focuses on suggesting a task- based module and redesigned syllabus on writing skill. The suggested activities and tasks attempts to take up certain challenging issues related to the needs of mixed abilities ESL learners studying at AMU so as to make it accessible and practicable in the given context.

#### 6.1 Findings and Implications of the Study

This section discusses the findings and its implications in relation to the research questions addressed in section 1.5.

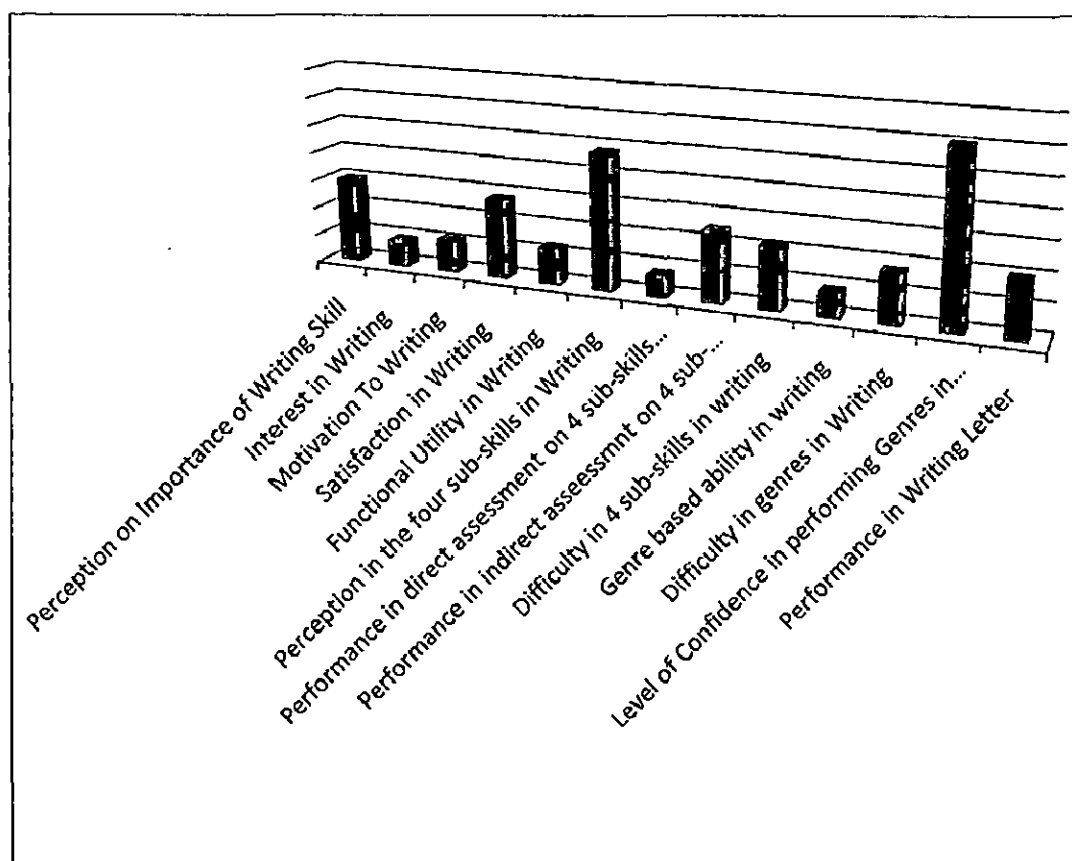
**6.1.1 The first objective of this study is What are the learner's perceived writing needs in English?** The results showed that the respondents have shown their preference for speaking skill by rating it as the most important skill in English . Writing is rated as the least important skill for there may be three possible reasons: First, 'the attention paid to writing instruction is low in ESL classrooms especially in India as the writing skills in textbooks is entirely seen as a syllabus item' (Nehal, 2012:119) . Second, the teacher falls short of inappropriate teaching methods and lack learning resources since no training opportunities for teaching writing are made available. Even if the resources are available they are not fully utilized (ibid). Third the teachers do not find opportunities to train students to write and students too are deprived of such opportunities training in writing. Writing is undoubtedly the most important skill because all the students' grades are largely determined by their performance in written assignments , tests and examinations (Leki and Carson 1994, Evans and Green 2007). The responses of the students (See table 16) at one point signify the importance of writing when majority of them claimed that writing is an examination requirement (83.2%). Moreover, most of them believed that writing is required for studying other subjects well (71.6%), for improving communication skills (85%) as well as it helps for development of professional courses and employment skills (94.8%). Alternatively, in responding to the questions on functional utility of writing (See table 76 V2 ) it can be seen that the significance of writing is ignored



when 80.2% and 78.4% students responded that writing neither helps to improve communication skills nor it prepares them for future career (See table 76,V2) . Therefore, the contradictory responses of the students regarding the functional utility of writing show their unawareness of writing needs.

The results also indicate that students do not have enough motivation to learn writing (See table 76, V1). Supporting the results of the present study, Shorkpour and Fallahzadeh (2007) suggested that there is a need to justify the students future writing needs so that they will be able to overcome this lack of motivation. Graph 19 given below gives an idea of the students perceived writing needs in English. As it can be seen in the graph 19 that the students perception towards the importance of writing skill is low as they have low motivation and lack of interest in writing. Also, they do not realize the significance of writing skill as the graph shows a very low perception of students on functional utility in writing.

**Graph 19. Perceived Writing Needs in English**



*Perception of Students in the four sub-skills in writing*

The graph 19 above shows the high perception of students in the four sub-skills in writing when compared with their performance in writing. The graph shows the high perception of students in writing sub-skills and very low performance specially in direct assessment. The students' performance is also low in indirect assessment as compared to their performance. They also rated their difficulty level in writing sub-skills quite low.

Writing in English is a difficult skill to acquire in both first and second language contexts. The difficulty of writing in English at university is much reflected in the present study student's performance in the four sub-skills (grammar, vocabulary, organization and sentence construction) in writing. The writing performance shows that the majority of students i.e. 71.8%, 75.3% , 72.2% and 74.4% students performed very poorly in grammar, vocabulary, organization and sentence construction sub-skills in writing respectively (For further results see table 77). Nevertheless, only 29.5%, 26.4% and 30.6% students believed that they face difficulty in grammar, vocabulary and organization (See table 76 V5). Also, 72.3% students stated that they do not want to improve their sentence construction sub-skill in writing (See table 66). Furthermore, there is a strong perception among students towards these four sub-skills in writing. As 65.2% and 52.2% students considered themselves as 'excellent' and 'good' in sentence construction and grammar respectively. 37% and 39.2% students considered themselves as 'excellent' and 'good' in vocabulary and organization respectively. Also, 49.1% and 51.5% considered themselves as 'average' in vocabulary and organization respectively (See table 28). These results therefore, confirm the difference between the perception of the students and their performance in writing, as has also been reported in other researches (Bacha, 2002a; Bacha, 2002b)

#### *Perception of the students for writing genres*

The graph 19 represents some contradictory responses of the students related to writing genres. On one hand when students show very low perception for genre based ability, students show a very high confidence level in performing these genres. Also, they show a low difficulty level in writing genres. Graph 19 shows a low performance of students in writing letter which happens to be quite close to their perception of writing genres.

The results also indicate that the students in fact have difficulty in performing certain genres offered at Compulsory English course. In fact they are related to their general

as well as professional needs. The findings show that the first year undergraduate students experience greatest difficulty in précis writing with a mean of 3.07 followed by writing a curriculum vitae and note taking (See Table 36). Second year students find writing a report a most difficult genre with a mean of only 2.83 followed by giving instruction and directions and essay writing as the next two difficult genres in writing (Table 39). Responses of the students show that despite rating précis writing and writing a report as most difficult genre, only 34.9% and 28.9% first and second year students rated précis writing and writing a report as the most difficult or 'difficult'. Writing letters and paragraph writing, on the other hand, were rated as the least difficult genres for first and second year students with the lowest means of 2.13 and 2.22 respectively. The low mean for the difficulty in genres in writing indicates some degree of ease for the genres mentioned in table 76. It would appear that the students generally will have real confidence in writing genres offered at Compulsory English course with one exception (3.07) for précis writing. As can be seen in the table 76 below, 70%, 68.7%, 66.1%, 62% reported that they are 'very confident' and 'confident' in writing descriptions, writing letters, paragraph writing and writing a curriculum vitae respectively. 55.1% claimed that they are 'very confident' and 'confident' in writing. There might be some possible reasons that can be assigned for the students having less difficulty with the writing genres. Their perception might be based on their earlier experience of writing. Whatever the level of difficulty students express in writing genres, we can hypothesize that it is due to their low perceptions in genre based ability.

The low mean were also given in response to questions about students ability in writing genres like report, job applications, personal letter, summarization and essay (See table 76 V6) show that the students ability to write these genres is low. Only 12.4%, 11.4%, 11.4%, 10.1% and 8.8% students accepted that they are able to write report, job applications, personal letter, summarization and essay respectively. Alternatively, 73.7%, 74.9%, 72.7%, 77.5% and 77.1% accepted that they are unable to write these genres. This claim is further supported by the fact that greater number of students performed very poorly when they were asked to write a personal letter despite the fact that writing letter was rated as least difficult genre by the students. Furthermore, a small number of students (28.2%) claimed that they were satisfied with their writing performance (See table 64). However, majority of the students i.e. 54.2% believed that they need through training in writing. The students responses and

their performance in writing, therefore reflects the fact that students require training and more practice in writing.

Teachers were of the same view in rating précis writing as the most difficult skill for the students. Teachers believe that it is obviously difficult for the undergraduate ESL learners' as it is a real life task that requires high instructional techniques demanding clear understanding of passage and requires rigorous training in clarity and communication and organization that is most required at the professional level. On the other hand, first year students rated writing letters as least difficult with a low mean of 2.13. In terms of interest, teachers found descriptions –describing places, self and others as an interesting genre for the students. Teachers suggested that apart from reporting speeches and events, reporting charts and graphs should also be introduced in the writing syllabus of compulsory English. In terms of usefulness, teachers considered writing a curriculum vitae as the most useful genre for the learners. However, giving instructions and directions and writing processes were not considered useful for the students from the point of view of future professional needs of the students. Most of the teachers believed that reporting charts and reporting graph are far more useful for the students than reports events and incidents. As far as the problem faced by the students in different components of writing were concerned teachers viewed grammar, particularly the use of tense and verb problematic, in addition to the limited use of vocabulary, lack of clarity in organization and sentence construction.

Table 76. Variables Representing Syllabus Content

S. No	Variables representing syllabus content	Strongly agree	Strongly Disagree	Mean
	<b>V1. Motivation in writing</b>			
1	I am interested in writing	9.3	79.7	2.11
2	Writing helps me to secure good marks	8.8	85	1.85
3	I want to improve my sentence construction	16.7	72.3	2.23
	<b>V2. Functions in writing</b>			
4	Writing will help me to improve my overall communication skills.	12.8	80.2	2.03
5	Writing helps me to learn other subjects well.	16.8	66.1	2.29
6	Writing prepares me for my future career.	9.3	78.4	1.96s
	<b>V3. Self-assessment in writing</b>			
7	I need a through training in writing	23.3	54.2	2.54
8	8. I am satisfied with my writing performance	46.3	28.2	3.24
9	9. I can write meaningful sentences.	66.6	15	3.71
	<b>V4. Cognitive aspect in writing</b>			
10	I plan my writing before I begin	61.2	24.2	3.49
11	I write regularly to improve my writing.	50.7	29.5	3.35
12	I revise my writing.	65.1	19.4	3.64
13	I share my writing to seek advice	57.3	27.3	3.42
14	I need the help of my teachers in practicing writing skills.	67.9	21.6	3.66
	<b>V5. Difficulty areas in writing</b>			
15	I find it difficult to start my writing activity.	38.3	40.1	2.98
16	I face difficulty in grammar in writing	34.3	50.7	2.8
17	I find organizing ideas a difficult process	31.7	45.3	2.83
18	I face problems at the level of vocabulary.	25.3	55.5	2.56
	<b>V6. Genre based ability in writing</b>			
19	I am able to write a report	73.7	12.4	3.82
20	I am able to write job applications in English.	74.9	11.4	3.88
21	I am able to summarize a given information	72.7	10.1	3.78
22	I am able to write personal letter	77.5	11.4	3.93
23	I am able to write an essay	77.1	8.8	3.9

### 6.1.2. What are the ESL learner's performances in written English?

**Table 77. Performance of the Learners in Writing**

Range of Marks	Sentence Construction	Grammar		Vocabulary		Organization	
	Direct Assessment Test scores	Indirect Assessment Test Scores	Direct Assessment Test scores	Indirect Assessment Test Scores	Direct Assessment Test scores	Indirect Assessment Test Scores	Direct Assessment Test scores
Excellent (80-100%)	1.7	9.3	2.2	10.1	1.3	3.5	1.7
Good (60-79%)	7.9	41.9	10.1	26.9	7	35.7	7.9
Average (40-59%)	7.9	40.1	10.5	49.3	8.3	51.5	8.8
Poor (20-49%)	7.9	4.8	5.2	11.5	7.9	7	9.2
Very Poor (Below 20%)	74.4	4.0	71.8	2.2	75.3	2.2	72.2

Table 77 above indicates that the students performed poorly in all the four identified sub-skills in writing i.e. sentence construction, grammar, vocabulary and organization<sup>11</sup>. Results show that majority of the students (74.4%) scored 'below 20%' in sentence construction whereas only 1.7% students scored within the range of '80-100%' marks. Similarly 71.8%, 75.3% and 72.2% students scored 'below 20%' and 2.2%, 1.3% and 1.7% students scored within the range of '80-100%' marks in grammar, vocabulary and organization respectively. Results also show that the students performed better in indirect assessment test. But the performance shown here is based on direct assessment keeping in view of the ESL learner's composing ability. Therefore, looking at the scores of the students in four sub-skills in writing, it can be concluded that the students writing performance is quite low. This inevitably brings up the discussion on analyzing the writing needs of the students at AMU. Over

the years, there has been a consistent problem of poor performance of the ESL learners in Indian context. This issue of poor performance reflects largely on the composing needs of the learner that obviously underlie the exact point of writing needs analysis. This general trend of poor performance of ESL learners in writing is not peculiar to Indian context, it is rather a ESL problem worldwide at primary, secondary as well as higher educational level. The primacy of writing skill is being neglected right from the primary level since little attention is paid to the development of learner's ability to write on their own (ibid). Generally, in Indian classrooms writing is not practiced much often. Even if it is practised, it is learnt through rote learning. In an earlier research Adzmi (2001) also pointed out that the students writing performance is most affected due to the lack of writing practice in class. This view corroborates with the findings based on table 13. Findings show that only small number of students i.e. 15.9%, 4.4%, 2.6%, 3.5%, .9% and 2.6% accepted to do paragraph writing, letter of application, article, essay, report and a personal letter daily. A very common writing activity practiced by the children in Indian classrooms is writing answers based on questions from a given text. This question-answer activity is repeatedly and routinely done in Indian classrooms from early grades onwards (Bhattacharjea et al, 2011), not helping the students' in any way to develop the ability of the learners' in writing skill. It is even quite strange, when many students answer questions in examination very successfully without even having read the given texts or even acquiring the skills of either speaking or writing (Khursheed, 2011). It has been observed that students in ESL context learn writing activities like *paragraph* or *essay* through rote learning i.e. cramming notes from the help books and write in the examination (Chander, 2011; Singh, 2011) without even realizing, how one text is different from another text, how it serves a different purpose and without understanding the structural design of a paragraph. Thus even after years of practice in writing compositions they fail to effectively structure their paragraphs for different purposes (Singh, 2011). This situation is not only restricted to the teaching writing instruction at schools rather the situation is worse as this tradition of writing instruction extends upto secondary and tertiary level in Indian educational context. There are other factors also responsible for students' poor performance in writing. Learners' lack of reading habit and students' lack of motivation towards writing are such factors. The findings also revealed that ESL learners are so influenced by their mother tongue that it hinders in their learning of a second language writing. It is

generally seen that even English as a subject is taught in the mother tongue by using translation method. It is not just enough, even more, the teaching of writing is textbook bound and is taught entirely as a syllabus item (Nehal, 2012) with no attempt to follow any coherent strategy (discussed in process writing strategies, opcit: 234) for writing instruction. Talking in terms of curriculum, Ismail and Hussin (2012) pointed out that many writing problems of tertiary level ESL students occur due to ineffective writing activities and modules and lack of proper guidance and scaffolding. The findings of the present study can be related to the results of the previous researches when the teachers interviewed for the present study bring forth the similar causes of the difficulties in the writing skill of the students studying at AMU. It is further justified when teacher stated that the root cause of the learners' difficulty in writing skill lie in the teaching of compositional writing through rote based teaching process. It is never taught as a separate skill. Another important factor emphasized by the teachers is the lack of practice of writing at primary and secondary level followed by lack of inadequate writing syllabus and inappropriate teaching techniques. The teachers believed that the writing syllabus fails to cater to the needs of all the students. They believe that the writing activities are very difficult for the students. Most of the teachers believed that the students lack motivation and lack interest in writing. The present study too relate findings in similar vein since 79.9% students are not interested in writing. Earlier researches often stated that the major cause of the students writing inability lie with the poorly trained English language teachers and therefore, their poor instructional delivery. Teachers lack basic pedagogic skills where they are unable to understand the learners' needs, and are unable to apply the appropriate approach and techniques to the teach writing. They are unable to respond to learners writing output as well as they cannot handle students apathy towards writing.

### **6.1.3. Is there any difference between the perception and performance of ESL learners in writing?**

The findings reveal that the students' perception in the writing sub skills is higher than their performance in writing. It shows that 51.1%, 41.9%, 26.9% and 35.7% perceived themselves to be 'good' and 'excellent' in sentence construction, grammar, vocabulary and organization respectively however, a more realistic view of their



writing performance is reflected in their scores on the writing samples which are seen as excellent, good, adequate, poor or very poor. Table 21 shows the difference between the perception and performance of the students in the four sub-skills in writing.

The results show that the accurate predictions were not made even in the score range of 41-60% even though many students placed their perception in this range. Comparing the perception of the students with their performance in writing, we can say that the gap between the perception of the students and their performance in writing is very high. The gap between the perception of the students is greater than the performance in the range of excellent and good categories. When 65.2% , 51.2%, 40.1% , 37% and 39.2% students perceived themselves as 'excellent and good' while only 8.9% , 12.3% , 8.3% and 9.6 % fall in this range i.e. sentence , grammar, vocabulary and organization respectively. The difference between the perception of students and their performance in terms of 'poor', and 'very poor' is exactly the opposite in ranging from 'excellent and good'. Inversely, for 'poor' and 'very poor' range of scores the students show low perception. As the results show that only 4.4% students perceived themselves to be poor and very poor in sentence construction which is very less when compared to 82.8 % of students performing poorly in sentence construction . Similarly, 8.8% students perception is less than 77% students performance in grammar, 13.7% students perception is less than 83.2% students performance in vocabulary and 9.2% students perception is less than 81.4% is organization. The above findings therefore, revealed that the students' perception is often very higher than their actual performance in writing and implied that the students are not aware of their needs. Earlier studies indicated the similar results that students' expectations are significantly higher than their actual writing proficiency (Bacha, 2002). Basturkmen (1998:5) reported that '...students were not aware of the level of proficiency that was expected of them'. In the context of present study these studies therefore raises the important implication for increasing the students' awareness and understanding of their ability and skill levels required in writing.

#### **6.1.4. What are the insights gained from writing needs analysis?**

All the interviewed teachers believed that the current compulsory English course fails to attain its aim and practically unable to meet the writing needs of the learners. Therefore, they suggested to revise the compulsory English writing syllabus. The

suggested task based writing syllabus emerges from the insights gained from writing needs analysis. These tasks further acts as a model for manipulating break-up tasks for the students of different disciplines based on future and professional needs. Many of the teachers commented on the some of the difficult, interesting and useful genres in writing (discussed in section 6.1) that were taken into account for the revision in the syllabus. Activities on paragraph writing, reporting events and speeches should be simplified for the low level learners. Many teachers commented to exclude boring and monotonous activities (however it was not made clear which activities were boring and in what way). They also commented that there are lot of interdisciplinary topics in writing skills which need to be trimmed with respect to then discipline concerned. Activities on report writing should address the need of the students of all disciplines. The teacher also suggested to include activities in grammar and vocabulary building. Apart from this there are other instances that need special attention. The teachers believed that the time devoted to writing instruction is not sufficient for both first and second year level course. It therefore became impossible to specify and identify the writing needs of all the attending compulsory English course. They also believe that it becomes difficult for the teachers to create and sustain the interest of the students and to provide feedback for continuous improvement in writing. This is because of the following reasons:

1. Compulsory English classrooms are heterogeneous in nature.
2. The class sizes of compulsory English are considerably large. The class sizes varies from 25-120.

Third, the compulsory English do not follow any textbook. It claims to be a text-free yet features of text free syllabus do not gel well with the needs of the learner. Rather these features cannot be clearly articulated and there is lack of coherence in these materials. Therefore useful supplementary materials based on authentic task must be incorporated as a part of curriculum. Based on the insights of writing need analysis the following writing task based module (see table 78) is suggested for delineating areas of future writing needs.

## **6.2 Recommendations**

On the basis of the research findings the study recommends the following:

1. Students needs proper guidance to integrate grammar and vocabulary for developing writing skills

2. Students need opportunities to practice writing.
3. Teaching of writing should be learner oriented, based on interactive and flexible curriculum and needed classroom management system.
4. Writing tasks should be scaffolded properly.
6. Students need guidance and constructive feedback.

Based on the other research findings (Bacha, 2002; Basturkmen, 1998, Nicosia, 2005) the recommendations related to the present study are the following:

7. Integrating writing assignments into the coursework based on actual needs and interest should be taken into consideration.
8. Frequent continuous assessment and evaluation of students writing is needed in Compulsory English course. The students' samples drawn from the students' work should help in designing rubric for assessing grade levels.
9. Assigning demands a specific attention to sub- skills like grammar, vocabulary, organization and sentence construction for the assessment purposes.
10. Awareness --raising technique as suggested by Bacha (2002) has a bearing in present study context, for that matter individual or small group conferences or counseling can be held periodically with the teachers especially with the low proficiency level writers'.

Based on the responses of the teachers:

11. The study recommends that the compulsory English writing syllabus should include real life authentic tasks and fun-filled writing activities in order to promote writing in and outside the classroom. This will help to create interest of the learner in writing as well as this will motivate the students to write.
12. There are lot of interdisciplinary topics in writing skills. Writing needs to be catered to various disciplines like Arts , Social Science, Commerce, Science and Life Science.
13. Teachers believed that they have not been successful in the compulsory English classrooms to handle the writing task in the mixed ability groups. Therefore, they recommend to diversify the groups of the students in compulsory English classes either according to the students needs, levels or abilities in writing.
14. Class sizes for the teaching of writing need to be bifurcated in small manageable size varying from 10-15 students in a batch.
15. Writing tasks should be designed on three different levels of the students i.e. low, intermediate and advanced.

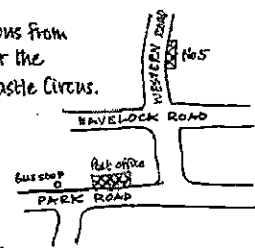
16. Précis writing is a difficult skill for undergraduate students to acquire. Such difficult activities should be further simplified in form of scaffolded activities.
17. Activities like report writing, writing a curriculum, writing job applications require more instructional timings.
18. Activities on report writing should address the needs of the students belonging to different disciplines. Reporting graphs and charts should also be addressed apart from reporting events and speeches.
19. Reporting graphs and charts should also be addressed apart from reporting events and speeches. The types of the tasks are to be clearly directed as reporting events and speeches should be guided properly as the students remain confuse in approaching the writing activity.
20. Activities on descriptions and writing processes can be made more interesting by scaffolding the activities.
21. Letter writing and report writing should be clearly directed into various task types i.e. letter for job application, letter of invitation, letter of apology etc. Similarly, reporting a graph, reporting a chart, reporting a news etc.

### 6.3 Suggestions

In the light of the insights gained from writing needs analysis, a task based writing module is suggested to cater to the general needs of undergraduate students studying at AMU. The writing module takes up five different components in terms of syllabus content, insights from writing needs analysis, learning outcomes, assessment and suggested tasks to work out a tentative framework of task –based writing syllabus. The first component of writing module includes syllabus content which represents 6 different variables indicating towards students' motivation in writing, functions in writing, self assessment in writing , cognitive aspect , in writing, self perceived abilities in genre based writing, context based writing, and the students difficult areas in writing. These variables acts as a support for suggesting tasks for task- based writing module. The next component, insights from writing needs analysis mentions the statements of the questionnaire that is representative of the above discussed variables used to elicit the views of the students writing. Learning outcomes outlines what the teacher will help the learner to do at the end of the Compulsory English course. Assessment as a next component suggested the ways in which the writing tasks will be assessed. A proposed model of writing module for compulsory English course is as follows:

Table 77. Task-Based Writing Module

Ref	Syllabus Content	Insights from Writing Needs Analysis	Learning Outcomes	Assessment	Tasks																																																
1.	Motivation for learning writing	M1. I am interested in writing M2. I want to improve my sentence construction M3. Writing helps me to secure good marks	To develop and maintain the interest of the learners to write.	Response of the learners on the writing task.	<p><b>Task 1</b> Write a short paragraph on your interest in writing skill.</p> <p><b>Task 2</b> Do you want to improve your writing skills? How?</p> <p><b>Task 3</b> How writing skills will help you to secure good marks?</p>																																																
2.	Functions in writing	F1. Writing will help me to improve my overall communication skills F2. Writing will help me to learn other subjects well F3. Writing prepares me for my future career	The learner will be able to identify the functions for which they are writing like describing people (self, others), describing places (houses, towns, streets, cities, country etc), describing things, writing opinions (agreeing, disagreeing, discussing), writing instructions (instructing people how to do things, checking, understanding etc), giving written directions, giving advice and making suggestions (expressing enthusiasm, persuading), writing processes, giving written directions, Writing about past events (remembering, describing experiences, imagining etc.). writing	The learner will be able to use specific functional vocabulary, specific functional use in sentences and specific language use.	<p><b>Task 4.</b> Use the words below to describe yourself or family, friends, teachers etc in appearance how they look. Work in pairs or in groups.</p> <table><tr><th>Height</th><th>Build</th><th>Face</th></tr><tr><td>Tall</td><td>Frail</td><td>Round</td></tr><tr><td>Short</td><td>Stocky</td><td>Oval</td></tr><tr><td>Medium</td><td>Slim</td><td>Scars</td></tr><tr><td></td><td>Skinny</td><td>Wrinkles</td></tr><tr><td></td><td>Thin</td><td>Freckles</td></tr><tr><td></td><td>Plump</td><td>Pale</td></tr><tr><td></td><td>Fat</td><td></td></tr><tr><th>Eyes</th><th>Hair</th><th>Clothes</th></tr><tr><td>Big</td><td>Bald</td><td>Casual</td></tr><tr><td>Round</td><td>Straight</td><td>Shabby</td></tr><tr><td>Bulging</td><td>Curly</td><td>Smart</td></tr><tr><td>Blue</td><td>Wavy</td><td>Tidy</td></tr><tr><td>Small</td><td>Spiky</td><td>Messy</td></tr><tr><td>Attractive</td><td></td><td></td></tr><tr><td>Bright</td><td></td><td></td></tr></table> <p><b>TASK 5</b> Use the following words to describe how your family, or friends or teachers are like? Careful, hardworking, worried, careless, dull, boring, ambitious, crafty, sensitive, gentle, naïve, modest, generous, practical, imaginative, clumsy, intelligent etc.</p> <p><b>Task 6.</b> Make a list of: A well-known building A town or city you know A well known street or road A country you know Get together in small groups and describe your favourite place. (Adapted from Jones, 1990 : 73)</p> <p><b>Task 7</b> Here are some objects and gadgets to describe. Your mobile phone, a wristwatch, bike, television, laptops etc. Try to give a detailed description, bearing in</p>	Height	Build	Face	Tall	Frail	Round	Short	Stocky	Oval	Medium	Slim	Scars		Skinny	Wrinkles		Thin	Freckles		Plump	Pale		Fat		Eyes	Hair	Clothes	Big	Bald	Casual	Round	Straight	Shabby	Bulging	Curly	Smart	Blue	Wavy	Tidy	Small	Spiky	Messy	Attractive			Bright		
Height	Build	Face																																																			
Tall	Frail	Round																																																			
Short	Stocky	Oval																																																			
Medium	Slim	Scars																																																			
	Skinny	Wrinkles																																																			
	Thin	Freckles																																																			
	Plump	Pale																																																			
	Fat																																																				
Eyes	Hair	Clothes																																																			
Big	Bald	Casual																																																			
Round	Straight	Shabby																																																			
Bulging	Curly	Smart																																																			
Blue	Wavy	Tidy																																																			
Small	Spiky	Messy																																																			
Attractive																																																					
Bright																																																					

			<p>present experiences, writing about the future (stating intentions, considering <i>What if.....</i>)</p>	<p>mind the following suggested questions:  <i>What shape is it?</i>  <i>What does it look like?</i>  <i>What is its model?</i>  <i>What it is used for?</i>  <i>How does it work?</i></p> <p><b>Task 8</b>  Here are some useful opening expressions for informal conversations :  <i>If you ask me ...</i>  <i>You know what I think...</i>  <i>The point is...</i>  <i>Don't you agree that...</i>  <i>I just like to say that</i>  Using the above expressions, write the conversations on any following topics:  Role of English  Use of mobile phones  Television  Holidays  Winter Sports  (Adapted from Jones, 1990: 42-43)</p> <p><b>Task 9</b>  Ask the students to instruct their friends do the following things:  1. look a word in a dictionary  2. open a door  3. bring a chair  4. cook an omelet  (Adapted from Jones, 1990:1)</p> <p><b>Task 10.</b>  With a help of the simple sketch map write a set of directions to a friend from the bus or railway station in your home town to your flat.</p> <p>Catch a 134 or 135 bus from the bus stop near the Castle Grill at Castle Circus.  Get off the bus in Park Road by the Post Office.  When you get off the bus, walk past the Post Office and take the first road left.  Cross the first road you come to (Havelock Rd) and then cross onto the right hand side of Western Road. No.5 is the third house.</p>  <p>(Adapted from Jolly, 1989:52)</p> <p><b>Task 11</b>  Here are some extracts from three letters.</p> <p>Here's this very important exam coming up soon and I've simply got to pass. The trouble is I can't seem to get down to studying. There are so many distractions and there's not much time left.  I hope you can help.  Robert.</p>
--	--	--	--	---

looking for some ideas on how to celebrate their silver wedding. We've got about £100 to spend and we want to do something that'll be really memorable. Have you got any ideas? Please let me know.

Regards,

Richard

in fact I'm at my wit's end. He left two days ago and I'm sure he isn't coming back. He mentioned something about leaving the country and I'm afraid he may have got mixed up in a crime or something. I can't go to the police in case he gets into trouble. What shall I do?

Please write soon,

Love,

Joan.

Using the below mentioned expressions give advice and suggestions based on the extracts of the letters.

*You'd better...*

*Have you ever thought of ...*

*You should always...*

*Don't you think...*

(Adapted from Jones, 1999:63)

#### **TASK 12**

Based on the following outline write the steps involved in making a cup of tea:

Title: How to make a cup of Tea

Using the three steps process, write in detail how you will make a cup of tea.

*A. First, choose a good quality tea*

*Tea leaves*

*Tea bags*

*B. Select the tools and ingredients*

*Pot*

*Cup and saucer,*

*Kettle*

*Water*

*Sugar*

*Milk powder*

*Milk*

*C. How to make a tea*

*Heat water*

*Rinse the cup*

*Add sugar*

*Add milk*

#### **TASK 13**

Describe in detail the preparations you made for your special holiday trip.

Deciding a holiday place

Booking hotels

Booking the tickets

Shopping

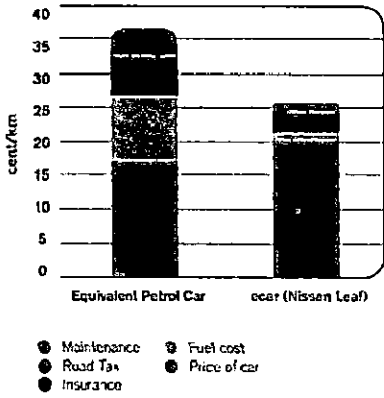
Packing your bags

(Adapted from Jolly, D.1989:80)





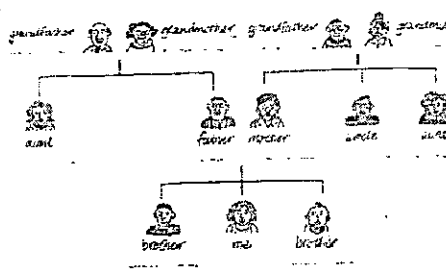








					<p><b>Task 14</b> Think of some of the some of the things that you did over the last weekend. -Went shopping -watched a movie -went for a bike ride -went to picnic -planned a party Try to write at least five activities using the simple past tense in the note form. Now work in pairs or groups to expand this information further to make it more interesting for the readers. For e.g. I went to watch a movie on Saturday with some of my friends. The film is about... (Adapted from Jakeman &amp; Mc Dowell,1999)</p>																																
3.	Self assessme nt in writing	SA1. I need a through training in writing  SA2. I am satisfied with my writing performance  SA3. I can write meaningful sentence	The learner will be able to identify their writing needs and difficulties and thus formulate an effective self study programme tailored to their writing needs and difficulties in grammar, vocabulary, organization and sentence construction	Self editing, peer editing on the responses	<p><b>Task 15</b> Look at your past assignments or essay. Are you satisfied with your own performance in writing? Honestly, rate your performance in grammar and vocabulary helps you focus further on your writing problems. Put a tick in the column you choose.</p> <table><tr><th>Aspect</th><th>Not satisfie d (lots of mistake s)</th><th>Satisfie d (some mistake s)</th><th>Very satisfie d (almost no mistake s)</th></tr><tr><td><b>Gramma r</b></td><td></td><td></td><td></td></tr><tr><td>1. Use of tenses</td><td></td><td></td><td></td></tr><tr><td>2. Use of prepositio n/ phrasal verbs</td><td></td><td></td><td></td></tr><tr><td>3. Use of linkers</td><td></td><td></td><td></td></tr><tr><td><b>Vocabula ry</b></td><td></td><td></td><td></td></tr><tr><td>1. Limited vocabular y</td><td></td><td></td><td></td></tr><tr><td>Inability to use appropriat e words for context</td><td></td><td></td><td></td></tr></table> <p>The next time you write, check to see whether you are not making the same errors again. (Adapted from Gardner &amp;Miller, 1996:184)</p> <p><b>Task 16</b> Collect three of your written assignments or essays and read them carefully. Use the four criteria of good organization given the box below to evaluate your own writing. grade your performance using the following scale: 1 Poor (criteria not met)</p>	Aspect	Not satisfie d (lots of mistake s)	Satisfie d (some mistake s)	Very satisfie d (almost no mistake s)	<b>Gramma r</b>				1. Use of tenses				2. Use of prepositio n/ phrasal verbs				3. Use of linkers				<b>Vocabula ry</b>				1. Limited vocabular y				Inability to use appropriat e words for context			
Aspect	Not satisfie d (lots of mistake s)	Satisfie d (some mistake s)	Very satisfie d (almost no mistake s)																																		
<b>Gramma r</b>																																					
1. Use of tenses																																					
2. Use of prepositio n/ phrasal verbs																																					
3. Use of linkers																																					
<b>Vocabula ry</b>																																					
1. Limited vocabular y																																					
Inability to use appropriat e words for context																																					



					2 moderate (criteria partly met) 3 very good (criteria fully met)																				
					<table><tr><th>Criterion</th><th>Text 1</th><th>Text 2</th><th>Text 3</th></tr><tr><td>1. Development: Ideas are relevant and presented to give a sense of direction and focus.</td><td></td><td></td><td></td></tr><tr><td>2. Continuity: Facts and evidence given are consistent and supportive of the writer's point of view. Previously mentioned ideas are well related to the newly introduced ones.</td><td></td><td></td><td></td></tr><tr><td>3. Balance: Appropriate emphasis is given to each idea or point(main and supportive)</td><td></td><td></td><td></td></tr><tr><td>4. Completeness: The topic/ theme is discussed thoroughly from a number of perspectives.</td><td></td><td></td><td></td></tr></table>	Criterion	Text 1	Text 2	Text 3	1. Development: Ideas are relevant and presented to give a sense of direction and focus.				2. Continuity: Facts and evidence given are consistent and supportive of the writer's point of view. Previously mentioned ideas are well related to the newly introduced ones.				3. Balance: Appropriate emphasis is given to each idea or point(main and supportive)				4. Completeness: The topic/ theme is discussed thoroughly from a number of perspectives.			
Criterion	Text 1	Text 2	Text 3																						
1. Development: Ideas are relevant and presented to give a sense of direction and focus.																									
2. Continuity: Facts and evidence given are consistent and supportive of the writer's point of view. Previously mentioned ideas are well related to the newly introduced ones.																									
3. Balance: Appropriate emphasis is given to each idea or point(main and supportive)																									
4. Completeness: The topic/ theme is discussed thoroughly from a number of perspectives.																									
					The next time you write, check to see whether your essay follows these four organizational principles (Adapted from Gardner & Miller, 1996:185)																				
4.	Lesson planning for writing class/ Planning for effective learning to write	P1. I plan my writing before I begin P2. I write regularly to improve my writing. P3. I revise my writing. P4. I share my writing to seek advice. P5. I need a through training in writing. 5. I need a through training in writing.	To enable the learners to gain writing efficiency a) based on planned practice b) Based on systemization of inputs and To enable the learner to gain an insight into the process based writing. a) develop the pre-writing strategies b) Enable the learner to write in pre-writing, drafting and reviewing format.	Write multiple drafts on the same topic. Write multiple drafts on the same topic.	<b>Task 17</b> Take out your past writing assignments Check the errors your teachers highlighted or marked and read the comments given carefully. Make a list of the problems or errors commonly occur in your writing? Now write another draft.  <b>Task 18</b> Teacher will provide an article that will help them to generate the vocabulary and ideas related to the following task. Now the teacher will ask the student to do the following task: Describe a job that you would like to do in future <ul style="list-style-type: none"><li>- Why are you attracted to this job</li><li>- how much training, if any, would be necessary</li><li>- what kind of personal qualities it would require</li></ul> Jot down key ideas for each sub topics NOTES: future career																				

					<p>Now write a short paragraph with the help of the following points using the vocabulary and the ideas learnt in this context.</p> <p>Now based on teachers comment modify your task by revising, adding and editing.</p> <p>(Adapted from Jakeman &amp; McDowell, 1999:104 )</p>
6.	Self reported abilities in genre based writing	<p>G19. I am able to write a report in English</p> <p>G20. I am able to write job applications in English.</p> <p>G21. I am able to summarize the given information</p> <p>G22. I am able to write a personal letter.</p> <p>G23. I am able to write an essay.</p>	<p>To enable the learner to write a report (incidents, events, speeches, graphs, charts), job applications, personal letters (invitations, requests, acceptances and refusal, apologies and explanations, congratulations, thank you letters, etc), a paragraph, and an essay. The learner will also be able to summarize.</p> <p>Also, item 11 in writing needs analysis questionnaire (see appendix I)</p>	<p>The learner will be able to report an incident and a graph, write a job application, write a personal letter. It will also help the learner to summarize a text.</p>	<p><b>Task 19</b> Here are some ideas giving hints about an event Ideas: <i>24<sup>th</sup> December</i> <i>shopping</i> <i>Shopping mall</i> <i>name of the store</i> <i>list of shopping</i> <i>time spend</i> <i>details of items purchased</i> Write a short paragraph reporting the event.</p> <p><b>TASK 20</b> Look at the graph below</p>  <p><a href="http://www.esb.ie/electric-cars/electric-car-driving/electric-car-benefits.jsp">http://www.esb.ie/electric-cars/electric-car-driving/electric-car-benefits.jsp</a></p> <p>describe it with the help of the following questions: What is the graph all about? What do the numbers along the horizontal axis represent What do the numbers on the vertical axis represent? Write in short the general statement about the car maintenance, ownership, fuel cost, price of the car ?</p> <p><b>TASK 21</b> Read the following job advertisement placed in a newspaper.</p>

					<p style="text-align: center;"><b>CEE</b> Centre for Environment Education</p> <p style="text-align: center;"><b>Requies</b></p> <p style="text-align: center;"><b>Programme Officers</b></p> <p>CEE, a Centre of Excellence of the Ministry of Environment and Forests, Government of India, works for education for sustainable development with thrust on climate change, sustainable business, biodiversity conservation, urban issues, alternative livelihoods, engaging different stakeholder groups like industries, policy makers, communities, children, youth, in service professionals, media.</p> <p>Opportunities exist for First Class Post Graduates for CEE offices across India. Starting consolidated salary 35,000 p.m. for Programme Officers. The candidates should be self motivated, committed, passionate, sincere and capable, with an aptitude for communication, team work, and good analytical and problem solving skills. Apply online within 7 days. For details visit our website <a href="http://www.ceeindia.org">www.ceeindia.org</a></p> <p>Write a job application for the above mentioned job using the following language notes:</p> <p><b>Introduction:</b>          I'd like to apply for...          Job: ...the job/post advertised in...          I saw advertised in...          I've seen in the ...  <b>Experience: (recent)</b>          For the last...          I've been... since...          (general)          I've had experience of...          I've done... before...          (past)          ...before that I worked          Since ... I worked...  <b>Personality traits:</b>          I am...  <b>Educational background:</b>          I have completed my post graduation.....          Adapted from Jolly, 1989:120)</p> <p><b>Task 22</b>          Write a letter to your friend about a trip you went recently.          Include the following things in your letter:          a) describe the weather at your place          b) talk about the days you spent as vacations.          c) describe the place you went for vacations.          d) describe the journey          e) describe any amazing moment you had.</p> <p><b>Task 23</b>          Look at the ideas in a bubble diagram below:</p> <pre> graph TD     Situation((Situation)) --- Time((time of noticing error))     Situation --- Name((name and location of store))     Situation --- Cashier((cashier))     Situation --- Amount((total amount of bill))     Situation --- Method((method of payment))     Situation --- Excess((excess charged))     Situation --- Date((date))     Situation --- Details((details of items not purchased))         </pre> <p>Write a short paragraph telling what happened at supermarket.</p> <p>(Adapted from Jakeman &amp; McDowell, 1999:79)</p>
--	--	--	--	--	---

					<p><b>Task 24</b> Read the text below and summarize it The best way of submitting one's CV is to upload it on the company website in the Careers' section. Most of the companies provide a registration facility on their website to let candidate to register their interest in their organization, provide details and upload their files. The companies specify their areas of interest and even inform them of appropriate opportunities when they arise. This is the best way of approaching in the absence of published opportunities," advises Ashok Gaur, vice president-operations and productivity enhancement, RS software. "If the candidate updated profile is in the system, and matches the requirements of new opening with the company, there is a high chance that they will be contacted. If they email their resume there is a higher chance that the email will be overlooked, especially if there are no relevant openings with the company at that point of time," agrees Nagdev Bindinganavale, director, HR, VMware India. (Adapted from Times Ascent, October 9,2013)</p>												
7.	Contexts for learning writing	C1. Syllabus of compulsory English course taught at AMU C2. AMU context C 2.1 different level of learners i.e. elementary, intermediate and advanced. These heterogeneous group of learners belong to a) Madarsa background b) State and Regional boards c) Central boards d) AMU board e) Hindi/ Urdu medium backgrounds	To develop the gain an insight into the contexts of learning to write. For eg. learners must be able to identify : a) writing for general English purposes b) writing for ESP c) Writing for EAP d)writing for EOP	Writing assignments based on : a) Learners' Background (Family background, school background etc.) b)learners profile c) linguistic and language background d) cultural background e)home languages vs. second language f) writing about yourself	<p><b>Task 25</b> Look at the table below. Complete the table by jotting points in each column. First write about yourself and then you can go to your friends and collect the same information about them. Write a short paragraph about your hometown and family, favourite clothes etc as well as your friends.</p> <table><tr><td>Home town and family</td><td>Hobbies</td><td>Favourite food</td><td>Languages spoken</td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr></table> <p><b>Task 26</b> Take few minutes to see the diagrammatic picture below.</p>  <p>Draw a similar family tree showing your family members. Describe the people where they live, how they are like etc.</p>	Home town and family	Hobbies	Favourite food	Languages spoken								
Home town and family	Hobbies	Favourite food	Languages spoken														
																	
6.	Difficult areas in writing	D1, I face difficulty in grammar in	The learner will be able to use of	Sessional tests, classroom	<p><b>Task 27</b> The task only focuses on the verbs in grammar. Here is a list of some words, all are not verbs.</p>												

		writing. D2. I face difficulty to start a writing activity D3. I find organizing ideas a difficult process D4. I face problem at the level of vocabulary	grammar in writing use of noun, pronoun, verb, prepositions, adjectives and adverb, use of tenses, use of verbs, formation of verbal and noun phrase, basic knowledge of vocabulary related to the context writing is done, use of appropriate words in a context and sentence fragment	activities , examination n.	Circle the verbs in the list below and write a short paragraph using those words. See happy tall ate leave beautiful special will go took hospital went stop bored slept excited look up paint cookies ran stagger toddle  <b>Task 28</b> Using the following list of words write a short paragraph on the topic <i>Examinations serve no useful purpose</i> Positive / negative influence admit Benefit suitable problems avoids assessment performance test conditions bias require
--	--	---	---	-----------------------------	---

## Re-designed Compulsory English Writing Syllabus

**Target Group:** The target group of the compulsory English syllabus is first and second year undergraduates of different faculties of Arts, Social Science, Commerce, Science and Life Science faculties.

### Course description

The first and second year *Compulsory English* syllabus is designed to focus on writing skill. The syllabus is designed at three levels- low, intermediate and advanced. Its purpose is to help the students to attain a degree of writing competence in certain text types or genres of written English that should meet their functional and professional needs through practice- and activity oriented tasks.

### Aims and objective of the syllabus

The revised *compulsory English* writing syllabus aims that the students will be able to use what they have learned in this course to participate successfully in business, social, professional or technical contexts,.

The objectives of the syllabus are –

1. To practice students in writing for specific needs,

2. To practice the writing skill based on real world task so as to meet their professional needs,
3. To practice writing skill for content subjects
4. To provide training in process writing (planning, drafting and re).

### **Syllabus Overview**

The revised Compulsory English writing syllabus consists of five broad areas based on the insights gained from writing needs analysis followed by the tentative sample of task are designed as a suggestion and assessment overview.

1. Motivation for writing
2. Functions in writing
3. Self assessment in writing
4. Process Writing
5. Difficult areas in writing
6. Contexts for learning writing

### **Task Overview**

The following task will help the students:

1. To write about themselves family, friends etc. (task 4&5).
2. To write about places, houses, towns, streets, cities etc in writing. (task 6)
3. To write about an object in writing .(task 7)
4. To write conversation based on expressing opinions (task 8)
5. To learn to write written instructions (task 9)
6. To write a set of directions (task 10)
7. To write expressions giving advice and suggestions (task 11)
8. To write processes involved in making things or doing processes.(task 12 &13)
9. To write about their past experiences in life (task 14)
10. To assess their own performance in various components in writing like grammar, vocabulary, organization or sentence construction (tasks15 &16).
11. To write multiple drafts (tasks 17 &18)
12. to report an event and a graph (task 19&20).
13. To write a job application with the help of language notes (task 21).

14. To write a personal letter to a friend describing about a trip (task 22).
15. To write a paragraph (task 23).
16. To summarize a text (task 24)
17. To write a paragraph related to their family, background, educational background, about their favourite food, favourite clothes etc (25&26)
18. To practice a paragraph using verbs in grammar, (task 27&28)

### **Assessment Overview**

1. Assess the learners' writing needs.
2. Demonstrate the context of writing.
3. Demonstrate the language knowledge and appropriate language use.
4. Plan and prepare multiple drafts for finding the overall writing competence.
5. Demonstrate a range of writing skills at first and second year degree level.

### **First Year Syllabus**

#### **Unit I: Writing Descriptions**

1. Describing people (Self and others)
2. Describing places (houses, towns, streets, cities, countries etc)
3. Describing things / objects
4. Describing processes
5. Writing instructions
6. Giving written directions
7. Giving advice and making suggestions
8. Writing opinions
9. Writing about the past events, present experiences and writing about the future

#### **Unit II: Essay writing**

#### **Unit III: Summarizing**

#### **Unit IV: Writing Personal Letters**

### **Second Year Writing Syllabus**

#### **Unit I: Essay writing**

#### **Unit II: Reporting events and incidents**

#### **Unit III: Reporting graphs and Charts**

Unit IV: Writing Job Applications

Unit V: Writing a curriculum vitae

### **Methodology suggested in teaching redesigned compulsory English writing syllabus**

The most important feature of the methodology applied in this writing syllabus is that the students work collaboratively on most of the writing activities, making use of pair and group work in a way which is mostly uncommon in general language classroom. Another important feature of the methodology is that students are encouraged to exchange their writing with each other as a part of revision or a feedback. Therefore, at the same time they will become peers by responding to each other's work. The study suggests White and Arndt (1991) classroom procedure as discussed below:

Discussion (class, small group pair)

Brainstorming/ making notes/ asking questions

Freewriting / selecting ideas/ establishing a viewpoint

Rough draft

Preliminary self evaluation

Arranging information

First draft

Group /peer evaluation

Second draft

Self evaluation/editing/ proofreading

Finished drafts

The optimal shape and design of writing instruction within the communicative framework has been an issue of great contention over the last decade. Issues in writing instruction have not been addressed in a more concrete way by a need analysis oriented classroom instruction, especially when this need was felt to be operationalised in the context of two year compulsory English course that brings the agenda of the development of writing skill as one of the primary communication skill specific objective at AMU. In addition, it is argued that with the coming of communicative paradigm, writing instruction has been facing challenges to realize traditionally defined pedagogic variables with fluency-oriented writing outcomes. Lack of clear articulation in the syllabus has distracted the classroom teachers



clarifying for as to where for learners will be placed within the writing continuum or with regard to writing proficiency development. There has been negligible consensus about "how" to impart writing instruction. Practice in writing skills that once existed in the traditional classroom as part of comprehension based lessons and teaching of grammar were quickly dismissed as outdated since it missed the alignment of communicative competence in writing. What became worse, grammar was dropped to favor the concept of the singular concept of fluency. Writing was needed in all immediate contexts, yet in practice, it could not move beyond the framework of grammatical explanation and exclusive concerns of accuracy. Not even accuracy figured as part of writing instruction since grammar seems to be swayed by the notion of communicative competence. There are relatively few definite answers available to classroom practitioners of teaching writing who can facilitate teaching of writing.

Since the Compulsory English writing tasks are not well defined, the task typology listed tential for pedagogical implications. They can be further broken down into the real world task supported by scaffolded tasks. Yet it is difficult to formulate a design of breaking down the task in exact terms of writing that requires micro and macro level planning and strategy unless more action research findings from the target area are available .Also teachers too need training to handle the differences between the writing styles of different genres in addition to differing learning needs. For low-literacy students, teachers should begin by focusing on the meaning of the writing, then move on to mechanics as their writing progresses (Barron & DiCerbo, 2006). In addition, teachers need differential training in teaching explicit strategies on how to write providing feedback, explicit grammar instruction depending on the type of text and in effective instructional strategies in the following areas:

1. Explore a general topic;
2. Define the purpose and audience;
3. Select subtopics;
4. Select the genre and appropriate organizational structure;
5. Select information;
6. Order examples and details,
7. Write a draft;
8. Revise and edit; and,
9. Prepare a final copy

(Brisk, Horan & Mac donald 2008)

## NOTES

1. General English or English for General Purposes refers normally to a context where needs can not readily be specified. It covers the fundamental of everyday English use, including grammar and pronunciation. It refers to the teaching of English that caters to the needs of the learners' which are not specified but can be needed in any of the disciplines like journalism, business, tourism, science etc.
2. The nomenclature English only refers to those students who can earn a Bachelor degree after having passed the stipulated number of papers in one subject such as English.
3. Since the compulsory English course taught at AMU do not specify the needs of the learners' studying the course, the role of compulsory English subject offered at AMU can be related to General English. Therefore, the Compulsory English course can be classified as 'general English' course as it lays emphasis on developing the general English language needs of the undergraduates at AMU.
4. The thesis uses the terms ESL learners and ESL writers interchangeably.
5. Women's College is a constituent of AMU which offers undergraduate courses to the girls of AMU.
6. The difference between the terms needs analysis and needs assessment find space for separate discussion in section 2.2. However, in the context of this study, the terms needs assessment is used interchangeably and synonymously with needs analysis (Steward and Cuffman,1998).And this serves as a ready reference for the reader of this thesis.
7. The pilot sample size was kept bigger just to get an idea of actual sample size and the real time condition for obtaining survey questionnaire.
8. The following are the scores achieved (50scripts) by students
 

<i>Range of marks</i>	<i>Number of students</i>
10-20	3
20-30	13
30-40	19
40-50	9
50-60	3
60-70	1
70-80	1
80-90	1
90-100	0
9. Because respondents were allowed to give more than one response for this question and for question 4 in the questionnaire, the percentages total is greater than 100%.
10. Sentence construction is tested only through direct assessment.
11. For discussion of the student's performance in writing sub-skills in section 6.1.2, only the scores on direct assessment of the students are considered.

## REFERENCES

- A positively charged experience. See <http://www.esb.ie/electric-cars/electric-car-driving/electric-car-benefits.jsp>
- Adzmi, N.S., S. Bidin, and S. Ibrahim. 2009. 'The academic English language needs of industrial design students in Universiti Teknologi MARA (UiTM) Kedah, Malaysia'. *English Language Teaching* 2/4:171-78.
- Afzali, K. and M. Fakharzadeh, 2009. 'A needs analysis survey: the case tourism letter writing in Iran'. *ESP World* 8/1:1-10.
- Akyel, A.S. and Y.Ozek.2010. 'A language needs analysis research at an English medium university in Turkey'. *Procedia- Social and Behavioural Sciences* 2/2:967-75.
- Aligarh Muslim University. See [distancelearning\\_amu.com/docs/prospectus% of% 20CDE. Pdf](http://distancelearning_amu.com/docs/prospectus%20CDE.Pdf)
- Al-Khatib, M.A. 2005. 'English in the workplace. An analysis of the communication needs of tourism and banking personnel'. *Asian EFL Journal* 7/2: 175-95.
- Al-Mekhlafy, S. 2009. 'The product vs. the process approach to teaching of writing'. *Yemen Times* 16 /1260.August 2009. assessed at :[[http://www.yementimes.com/DefaultDET.aspx? i=1260&p=education & a=5#](http://www.yementimes.com/DefaultDET.aspx?i=1260&p=education&a=5#)].
- Altman, H. and C.V. James (eds.). 1980. *Foreign Language Teaching: Meeting Individual Needs*. Oxford: Pergamon Press.
- Bacha, N.N. 2002. 'Testing writing in the EFL classroom: student expectations'. *English Teaching Forum* 40/2: 14-27.
- Bacha,N.N.2002. 'Developing learners' academic writing skills in higher education: A study for educational reform'. *Language and Education* 16/3:161-76.
- Badger, R. and G.White.2000. 'A process genre approach to teaching writing'. *ELT Journal* 54/2:153-60.
- Balint, M. 2005. 'Assessing students perceived language needs in a needs analysis'. *9<sup>th</sup> Froceeding of the 9<sup>th</sup> Conference of Pan-Pacific Association of Applied*

*Linguistics*. Retrieved from [www.paaljapan.org/resources/proceedings/PAAL9/pdf/BalintMartin.pdf](http://www.paaljapan.org/resources/proceedings/PAAL9/pdf/BalintMartin.pdf)

Barker, G. 2000. 'First year students' perceptions of writing difficulties in science'. *Proceedings of the First Year Higher Education Conference*, 2000. Brisbane, Australia.

Barron, V. & P. DiCerbo. 2006. 'In the classroom: A toolkit for effective instruction of English learners, Grade level content 7-12 Secondary'. See <http://www.ncela.gwu.edu/practice/itc/secondary.html>

Basturkmen, H. 1998. 'Refining procedures: a needs analysis project at Kuwait University'. *English Teaching Forum* 36/4: 2-9.

Belcher, D.D. 2004. 'Trends in teaching English for Specific Purposes'. *Annual Review of Applied Linguistics* 24/165-86.

Belcher, D.D. 2006. 'English for specific purposes: Teaching to perceived needs and imagined future in world of work, study and everyday life'. *TESOL Quarterly* 40/1:133-56.

Benesch, S. 1996. 'Needs analysis and curriculum development in EAP: An example of critical approach'. *TESOL Quarterly* 30/4: 723-38.

Bereiter, C., & Scardamalia, M. (1987). *The Psychology of Written Composition*. Hillsdale, NJ: Lawrence Erlbaum.

Berwick, R. 2004. 'Needs assessment in language programming: from theory to practice' in R.K. Johnson (ed.).

Bhattacharjea, S., W. Wadhwa and R. Banerji. 2011. 'Inside primary school: A study of teaching and learning in rural India'. *ASER Report*.

Bosher, S. and K. Smalkoski. 2002. 'Needs analysis to curriculum development: designing a course in health care communication for immigrant students in the USA'. *English for Specific Purposes* 21/1: 59-79.



- Boswood, T. 1992. 'A practical model for the description of communication needs'. May 2010 accessed at[ <http://sunzi1.lib.hku.hk/hkjo/view/10/1000009.pdf>].
- Bowers, R. 1980. 'The individual learner in general class' in H. B. Altman and C. V. James (eds.).
- Braine, G. 2005. 'Twenty years of needs analysis: reflections on a personal journey' in J. Flowerdew and M. Peacock (eds.), *Research Perspectives on English for Academic Purposes*. Cambridge: Cambridge University Press: 195-207.
- Brindley, G. 2004. 'The role of needs analysis in adult ESL programme design' in R. K. Johnson (ed.).
- Brisk, M.E., D.A. Horan, & E. Macdonald, E. 2008. 'A scaffolded approach to learning to write' in Ballantyne, K.G., A.R. Sanderman, A.R., J. Levy. *Educating English Language Learners: Building Teacher Capacity*. Washington, DC: National Clearinghouse for English Language Acquisition.
- Brown, J. D. 1995. *The Elements of Language Curriculum: A Systematic Approach to Program Development*. New York: Heinle & Heinle.
- Brown, J.D. 2001. 'Foreign and second language needs analysis' in M.H. Long and J. Doughty (eds.). *The Handbook of Language Teaching*. Blackwell Publishers.
- Canale, M. and M. Swain. 1980. 'Theoretical Bases of Communicative approaches to Second Language Teaching and Testing? *Applied Linguistics* 1/1: 1-47.
- Carver, D. 1983. 'Some propositions about ESP'. *The ESP Journal* 2: 131-37.
- Chambers, F. 1980. 'A re-evaluation of needs analysis in ESP'. *The ESP Journal* 1/1: 25-33.
- Chan, V. 2001. 'Determining students' language needs in a tertiary setting'. *English Teaching Forum* 39/3: 16-27.
- Chander, A. 2011. 'Teaching of English in the colleges affiliated with guru Nanak Dev University. Amritsar. *Proceedings of the two-day UGC, New Delhi, sponsored National Seminar on English Language Teaching in India*: Jalandhar Punjab.

- Coleman, H. 1988. 'Analyzing language needs in large organizations'. *English for Specific Purposes* 7 /3: 155
- Cowling, J.D. 2007. 'Needs analysis: planning a syllabus for a series of intensive workplace courses at a leading Japanese company'. *English for Specific Purposes* 26: 426-42.
- Csete, J.M. 1996. 'Needs assessment: What difference does (and can) it make?'. *ERIC Document Reproduction Service* No. ED396002.
- Cunningsworth, A. 1983. 'Needs analysis: A review of the state of art'. *System* 11/2: 149-54.
- Dorairaj, A. J. 2007. 'Teachers perception of undergraduate ESL students writing skills'. *The English Classroom Bi- annual Journal* 9/1: 48-58.
- Dudley-Evans, T. 1995. Genre models for the teaching of writing to second language speakers: advantages and disadvantages in T. Miller (ed.). *Functional approaches to written texts: Classroom applications. The Journal of TESOL France* 2:181-91.
- Dudley-Evans, T. and M. Jo St John. 2006. *Developments in ESP: A Multi-disciplinary Approach* (8th edn.). Cambridge: Cambridge University Press.
- Edwards, N. 2000. 'Language for business: effective needs assessment syllabus design and materials preparation in a practical ESP case study'. *English for Specific Purposes* 19/3: 291-96.
- Eslami, Z. R. 2010. Teachers' voice vs. students' voice: a needs analysis approach to English for academic purposes (EAP) in Iran. *English Language Teaching* 3/1:3-11.
- Evans, S. and C. Green. 2007. 'Why EAP is necessary: A survey of Hong Kong tertiary students'. *Journal of English for Academic Purposes* 6: 3-17.
- Faigley, L. 1986. 'Competing theories of process: Critique and a proposal'. *College English* 48/6: 527-42.
- Ferris, D. R. 2005. 'Teaching writing for academic purposes' in J. Flowerdew & M. Peacock (eds.): 298-314.

- Flower ,L and J.R. Hayes. 'A cognitive process theory of writing'. *College Composition and Communcation*.32/4365-87.
- Flowerdew, J. 1990. 'English for specific purposes – a selective review of literature'. *ELT Journal* 44/ 4: 326-37.
- Flowerdew, J. 1993.'An educational, or process, approach to the teaching of professional genres'. *ELT Journal* 47/4:305-316.
- Flowerdew, J. and M. Peacock. 2005. 'The EAP curriculum: issues, methods and challenges' in J. Flowerdew and M. Peacock (eds.).
- Flowerdew, J. and M. Peacock. 2005. 'Issues in EAP: A preliminary perspective' in J. Flowerdew and M. Peacock (eds.):8-24.
- Flowerdew, J. and M. Peacock. 2005. *Research Perspective on English for Academic Purposes*. Cambridge: Cambridge University Press.
- Gardner, D and L, Miller.1996. *Tasks for Independent Language Learning*. Teachers of English to Speakers of Other Langauges.Inc.
- Given, L.M. 2008. *The SAGE Encyclopedia of Qualitative Research Methods*. SAGE Publications, Inc.
- Gorerell,D.1981. 'Controlled composition for basic writers'. *College Composition and Communication* .32/3:308-16
- Grape, W. and R.B. Kaplan.1997.*Theory and Practice of Writing*. London & New York: Longman.
- Graves,K.2000. *Designing Language Courses : A Guide for Teachers*. Heinle & Heinle: Boston,MA.
- Hamp-Lyons, L. 1991. 'Scoring procedures for ESL contexts' in L. Hamp-Lyons (ed.). *Assessing Second Language Writing in Academic Contexts*. Norwood, NJ: Ablex.
- Hamp-Lyons, L. 2007. 'English for academic purposes 'in R. Carter and D. Nunan (eds.). *The Cambridge Guide to Teaching English to Speakers of Other Languages*: 126-130.Cambridge: Cambridge University Press.



- Hawkey, R. 1980. 'Needs analysis and syllabus design for specific purposes' in Altman and James (eds.).
- Hedge, T. 1988. *Writing*. Oxford: Oxford University Press.
- Henry, A. and R.L. Roseberry. 1998. 'An evaluation of a genre-based approach to the teaching of EAP/ESP writing'. *TESOL Quarterly* 32/1:147-56.
- Howatt, A.P.R. and H.G. Widdowson. 2001. *A History of English Language Teaching* (2<sup>nd</sup> ed.). Oxford: Oxford University Press
- Hutchinson, T. and A. Waters. 2008. *English for Specific Purposes: A Learner Centered Approach* (28th edn.). Cambridge: Cambridge University Press.
- Hyland, K. 2003. *Second Language Writing*. Cambridge: Cambridge University Press.
- Hyland, K. and L. Hamp-Lyons. 2002. 'EAP: issues and directions'. *English for Academic Purposes* 1/1: 1-12.
- Hyland, K. 1997. Is EAP necessary? . 'A survey of Hong Kong undergraduates'. *Asian Journal of English Language Teaching* 7:77-99.
- Hymes, D.H. 1972. 'On communicative competence' in J.B. Pride and J. Holmes (eds.). *Sociolinguistics. Selected Readings*. Harmondsworth: Penguin: 269-293.
- Ismail, H; S. Darus and S. Hussin. 2012. 'ESL tertiary students writing needs: A framework for the online supplementary program'. *AJTLHE* 4/2:61-78.
- Jacobs, H. L., S.A. Zingraf, D.R. Wormuth, V.F. Hartfiel and J.B. Hughey. 1981. *Testing ESL Composition: A Practical Approach*. Rowley, MA: Newbury House.
- Jakeman, V and C. Mc Dowell .1999. *Insights into IELTS* . Cambridge : Cambridge University Press.
- Johnson, R. K. 2006. *The Second Language Curriculum* (8th edn.). Cambridge: Cambridge University Press.
- Jolly, D. 1989. *Writing Tasks: An authentic-task approach to individual writing needs* . Cambridge: Cambridge University Press.

- Jones, L. 1990. *Functions of English: A Course for Upper Intermediate and more Advanced Students* (7<sup>th</sup> edn.). Cambridge: Cambridge University Press.
- Jordan, R. R. 1997. *English for Academic Purposes* (8<sup>th</sup> edn.). Cambridge: Cambridge University Press.
- Kaufman, R. 1985. 'Needs assessment needs analysis, objectives and evaluation'. *Performance and Instruction* 24:21.
- Khursheed,Q.2011. 'Modern English language teaching in Kashmir: Problems and remedies'. *Proceedings of the two-day UGC, New Delhi, sponsored National Seminar on English Language Teaching in India: Jalandhar Punjab*.
- Kim, Y. & J. Kim. 2005. 'Teaching Korean University writing class: balancing the process and the genre approach'. *Asian EFL Journal* 7 /2:1-15.
- Leki, I and J. Carson. 1997. 'Completely different worlds: EAP and the writing experiences of ESL students in the university courses'. *TESOL Quarterly* 31/7:39-70.
- Lepetit, D., and W. Cichocki. 2002. 'Teaching languages to future health professionals: a needs assessment study'. *Modern Language Journal* 86 /3: 384-396
- Long, M. H. 2005. 'Methodological issues in learner needs analysis' in M. H. Long (ed.).
- Long, M.H. 2005. *Second Language Needs Analysis*. Cambridge: Cambridge University Press.
- Long, M.H. and J. Doughty.2001. *The Handbook of Language Teaching*. Blackwell Publishers.
- Mackay, R. 1978. Identifying the nature of the learner's needs in Mackay and J. Mountford (eds.). *English for Specific Purposes: A Case Study Approach* .London: Longman.
- Martin, E. 2000. 'Designing and implementing French-for-Specific. Purpose (FSP) program: Lessons learned from LSP'. *Global Business Languages*: 16-33.
- Mc Carthy. 1991. *Discourse Analysis for Language Teachers*. Cambridge: Cambridge University Press.

- Meganathan, R.2011. 'Language policy in education and the role of English in India: From library language to language of empowerment' in H. Coleman (ed.),*Dreams and Realities: Developing Countries and the English Language*. London: British Council.
- Michael H. Long. (Ed.). 2005. *Second Language Needs Analysis*. Cambridge: Cambridge University Press.
- Michael, C. 1980. 'Theoretical bases of communicative approaches to second language teaching and testing'. *Applied Linguistics* 1:1-47.
- Munby, J. 1978. *Communicative Syllabus Design*. Cambridge: Cambridge University Press.
- National Curriculum Framework.2005 See [www.ncert.nic.in/rightside/links/pdf/framework/english/nf2005.pdf](http://www.ncert.nic.in/rightside/links/pdf/framework/english/nf2005.pdf)
- Nehal, R. 2012. 'Teacher education in India: Implications for writing instruction'. *Aligarh Journal of Linguistics* 2/1-2:119-141.
- Nehal, R. 2013. 'English language teaching at Aligarh Muslim University: Key developments and future directions' in A. Siddiqui and A.R. Kidwai (eds.).*Criticism and Counter Criticism*.Viva :New Delhi
- Nunan, D. 1988. *The Learner-centered Curriculum*. Cambridge: Cambridge University Press.
- Nunan,D. 1992. *Research Methods in Language Learning*. Cambridge :Cambridge University Press.
- O'Brien, T.2004. 'Writing in a foreign language :teaching and learning'. *Language Teaching* 37/1:1-28.
- Oanh, D. T. H. 2007. 'Meeting students needs in two EAP programmes in Vietnam and New Zealand: a comparative study'. *Regional Language Centre Journal* 38 /3: 327-349.
- Paltridge, B. (2004). *Approaches to Teaching Second Language Writing* at [http://www.englishaustralia.com.au/ea\\_conference04/proceedings/pdf/Paltridge.pdf](http://www.englishaustralia.com.au/ea_conference04/proceedings/pdf/Paltridge.pdf)

- Raimes, A. 1991. 'Out of the woods: emerging traditions in the teaching of writing'. *TESOL Quarterly* 25/3:407-430.
- Ramanathan, V and D. Atkinson. 1999. 'Ethnographic approaches and methods in L2 writing research: a critical guide and review'. *Applied Linguistics*. 20/1:44-70.
- Richard, J. C., J. Platt, and H. Platt. 1992. *Dictionary of Language Teaching and Applied Linguistics*. Malaysia: Longman.
- Richard, J.C. 1995. *The Language Teaching Matrix* (5th edn.). Cambridge: Cambridge University Press.
- Richard, J.C. 2001. *Curriculum Development in Language Teaching*. Cambridge: Cambridge University Press.
- Richterich, R. (ed.) 1983. *Case studies in Identifying Language Needs*. Oxford: Pergamon/Council of Europe.
- Robinson, P. 1984. *ESP (English for specific Purposes)*. Pergamon Press.
- Seedhouse, P. V. 1995. 'Needs analysis and the general English classroom'. *ELT Journal* 49 /1: 59-65.
- Shokrpour, N. and M.H. Fallahzadeh. 2007. 'A survey of the students and interns' EFL writing problems in Shiraz university by medical sciences'. *Asian EFL Journal* 9/1.
- Sidey, M. 1999. 'Writing in the workplace and freshman writing classes: an imperative for relevancy. *ERIC Document Reproduction Service No.* ED 429315
- Silva, T. 1993. 'Toward an understanding of the distinct nature of L2 writing: the ESL research and its implication'. *TESOL Quarterly* 20/4:657-677.
- Singh, C. 2011. 'Foreword: English language teaching in India: Problems and strategies'. *Proceedings of the two-day UGC, New Delhi, sponsored National Seminar on English Language Teaching in India*, Jalandhar Punjab.
- So – Mui, F. and K. Mead. 2000. 'An analysis of English in the workplace: the communication needs of textile and clothing merchandisers'. *English for Specific Purposes* 19 /4: 351-368.

- Stapa, S. H. and I. R. M. Jais 2005. 'A survey of writing needs and expectations of hotel management and tourism students'. *English for Specific Purposes World* 3/1:55-69.
- Stevens, P. 1988. 'ESP after twenty years' in M.L. Tickoo. (ed.) *ESP: State of Art*. Anthology Series 21. Singapore: RELC
- Stewart, R. G. and D.M. Cuffman. 1998. 'Needs assessment: a systematic approach for successful distance education'. *ERIC Document Reproduction Service* No. ED 431384.
- Stevens, P. 1988. 'ESP after twenty years: A re-appraisal' in M. Tickoo (ed.). *ESP: State of the Art* :1-13. Singapore: SEAMEO Regional Centre
- Sun, Y. 1987. 'An EFL needs assessment: Chinese students at Canadian university'. *TESL Canada Journal* 5/1:27-42.
- Sysoyev, P. V. 2000. 'Developing English for specific purposes course using a learner centered approach: a Russian experience'. *The Internet TESL Journal* VI/3. May 2009, accessed at [<http://iteslj.org/Techniques/Sysoyev-ESP.html>].
- Tangpermpoon, T. 2008. 'Integrated approaches to improve students writing skills for English major students'. *ABAC Journal* 28 /2: 1-9.
- Triner, D., A. Greenberry, and R. Watkins. 1998. 'Training needs assessment: A contradiction in terms?' *Performance Improvement* 36/6:51-5.
- Van Ek. 1976. *The Threshold Level for Modern Language Learning in Schools*. Strasbourg: Council of Europe.
- Watkins, R., D. Leigh, W. Piatt, and R. Kaufman. 1998. 'Needs assessment – A digest, review and comparison of needs assessment literature'. *Performance Involvement* 37/7: 40-53.
- Watson-Gageo, K.A. 1988. 'Ethnography in ESL: defining the essentials'. *TESOL Quarterly* 22/4:575-92.
- Weir, C.J. 1990. *Communicative Language Testing*. Englewood Cliffs: NJ: Prentice Hall, Regents.
- West, R. 1994. 'Needs analysis in language learning'. *Language Teaching* 27/1: 1-19.

West, R. 1997. 'Needs analysis: state of the art' in R. Howard and G. Brown (eds.). *Teacher Education for LSP*. Clevedon, UK: Multilingual Matters: 68-79.

White, R. & Arndt, V. 1991. *Process Writing*. London: Longman

Widdowson, H. 1983. *Learning Purpose and Language Use*. Oxford: Oxford University Press.

Writing assessment analytical scoring rubric from CATW-information of students.2010. [http://www.cuny.edu/academics/testing/cuny-assessment\\_tests/faqs/CATWInformationforStudentsandpracticeweb.pdf](http://www.cuny.edu/academics/testing/cuny-assessment_tests/faqs/CATWInformationforStudentsandpracticeweb.pdf)

Zamel, V. 1985. 'Responding to student writing'. *TESOL Quarterly* 19/1:80-102.

Zughoul, M. R. and R.F. Hussain. 1985. 'English for higher education in the Arab world: a case study of needs analysis at Yarmouk University'. *The ESP Journal* 4 /12: 133-52.

**Appendix I**  
**WRITING NEEDS ANALYSIS QUESTIONNAIRE**

*Dear respondent,*

*I shall be grateful for your responses to this questionnaire. The information given will be used only for research purposes and will be kept confidential. Please note that there is no right or wrong answer. THANKS for your cooperation.*

Name.....Class BA/ B.Sc/B.Com I yr / II yr (please tick)

Main Subject.....

Mother Tongue .....

**SECTION I**

**Read carefully the instructions given in the boxes before filling the questionnaire.**

**1. While using English language which skill you find most important.**

Please put  
1 for Most Important,  
2 for important  
3 for less important  
4 for least important

- a) Listening skills ☐
- b) Speaking skills ☐
- c) Reading skills ☐
- d) Writing skills ☐

**2. Why do you need to learn writing?**

Please put  
1 for Most Important,  
2 for important  
3 for less important  
4 for least important

- a) it is a requirement for exams ☐
- b) it is a requirement for studying other subjects ☐
- c) it is requirement for professional courses and employment skills ☐
- d) to take down notes in English ☐
- Any other ..... (Please specify)

**3. Which of the following areas in your writing vary as most difficult or least difficult?**

Please put  
1, for Most difficult  
2. for Difficult  
3. for Less difficult  
4 for Least difficult

- a) Sentence Construction
- b) Grammar
- c) Vocabulary
- d) Organization of sentences


4. Given below is the list of topics related to writing skills from B.A/B.Sc/B.Com I/II Yr compulsory English sheets. **Number the following topics from most difficult to least difficult.**

**Put (in the relevant boxes, the one that is applicable to you)**

**1 for Most difficult**

**2 for Difficult**

**3 for Moderate**

**4 for Less difficult**

**5 for Least difficult**

B.A/B.Sc/B.Com I Yr		B.A /B.Sc/B.Com II Yr	
1. Note taking	<input type="checkbox"/>	1. Linking devices	<input type="checkbox"/>
2. Note making	<input type="checkbox"/>	2. Paragraph writing	<input type="checkbox"/>
3 Summarizing	<input type="checkbox"/>	3. Giving instructions/ Directions	<input type="checkbox"/>
4. Précis writing	<input type="checkbox"/>	4. Writing Processes/ Future Plans	<input type="checkbox"/>
5. Descriptions (Describing yourself, friends and house, countries, towns and Villages, a day , a journey)	<input type="checkbox"/>	5. Writing Letters (thanks, invitation regret, condolence)	<input type="checkbox"/>
6. Writing Applications	<input type="checkbox"/>	6. Reporting Events	<input type="checkbox"/>
7. Writing Curriculum Vitae	<input type="checkbox"/>	7. Composition Speech, Reports	<input type="checkbox"/>
		8. Essay Writing	<input type="checkbox"/>



## SECTION II

Given below are some statements related to writing skills. Please put a tick mark in the box of your choice which indicates your opinion about the statement. Please note there is no right or wrong answers.

*SA= means strongly agree with the statement*

*A= means agree with the statement*

*U= means you are Unsure or undecided about the statement*

*D= means you disagree with the statement*

*SD= means you strongly disagree with the statement*

	SA	A	U	D	SD
1. Writing skill is useful for my future career.					
2. Writing will help me to learn other subjects well.					
3. Writing can help me to secure good marks.					
4. I write regularly to improve my writing.					
5. I am satisfied with my writing.					
6. I write only for examination answer					
7. I need to practice the activities on writing skills given in the compulsory English sheets.					
8. I practice activities carefully at the end of each unit in the compulsory English sheets					
9. The activities in the compulsory English sheets are sufficient to improve my writing skills.					
10. I frequently make grammatical errors in writing.					
11. I lack confidence in my writing					
12. I cannot write meaningful sentences.					
13. I am worried about my mistakes in writing.					
14. Writing takes too much of time.					
15. I do not get enough time to practice writing in class.					
16. It takes me a lot of time to write even a short sentence.					
17. Writing long sentences is very difficult.					
18. Writing helps me to improve my grammar.					
19. Writing helps me to improve my vocabulary.					
20. I want to improve my sentence construction.					
21. I plan my writing before I begin.					
22. I find it difficult to start the writing activity.					

23. I revise my writing.					
24. I make a rough draft before writing the final version.					
25. I need to organize my writing work.					

**SECTION III**

1. *What do you think about your written English? Is it good or poor? Give your opinion?*
2. *How your writing will help you in your future or professional career?*
3. *How compulsory sheets in English help you to improve your writing skills? Give your remarks.*
4. *Write down the difficulties or problems you face in writing?*

## APPENDIX II

### WRITING NEEDS ANALYSIS QUESTIONNAIRE

*Dear respondent,*

*I shall be grateful for your responses to this questionnaire. The information given will be used only for research purposes and will be kept confidential. Please note that there is no right or wrong answer. THANKS in anticipation for your cooperation.*

*Please provide the information about yourself.*

Name.....Class BA / B.Sc / B.Com I yr / II yr (please tick)

Enrollment no.....

Main Subject.....Subsidiary Subject 1).....2).....

Gender male ..... female .....

Age category 17- 18 yrs.....18-20 yrs .....20-22 yrs .....Above 22.....

Native Place .....

You belong to Rural area..... Urban area.....

Mother Tongue Urdu.....English.....Hindi.....Other .....

Please indicate about your range of marks % in English scored in last exam:  
(Please tick only one answer)

- a) Above 85%
- b) 75% -85%
- c) 65-75%
- d) 55%-65%
- e) 45 %-55%
- f) 35-45%
- g) Below 40 %

### SECTION I

*Read the items carefully.*

1. How long have you been studying English? *(Select any one option)*

- a) 5- 8 yrs
- b) 8-10 yrs
- c) 10-12 yrs
- d) 12-15 yrs
- e) more than 15 yrs

2. What do you do to improve your English? *(You can select more than one option)*

- a) Read in English regularly
- b) Write in English regularly
- c) Listen to English regularly
- d) Speak in English regularly
- e) Other .....please specify

**3. How often do you use English outside your classroom?**

- a) Daily
- b) Weekly
- c) Fortnightly
- d) Occasionally
- e) Not at all

**4. When do you use English? (You can select more than one option)**

- a) When talking to the teachers/authorities
- b) When socializing with friends etc.
- c) At home
- d) Only in class
- e) Others (you can specify).....

**5. Please rate for each of the skills given below according to their importance**

4	3	2	1
Extremely important	important	slightly important	unimportant

- a) Listening skills .....
- b) Speaking skills .....
- c) Reading skills.....
- d) Writing skills.....

**SECTION II**

*Read carefully the instructions given in the boxes before filling the questionnaire.*

**6. How often do you write the following?**

**Please encircle the appropriate rating for each component**

- |                          | 5     | 4                    | 3                    | 2                    | 1               |
|--------------------------|-------|----------------------|----------------------|----------------------|-----------------|
|                          | daily | nearly<br>every day/ | few times<br>a week/ | few times<br>a month | once in a while |
| a) Personal letter       | 5     | 4                    | 3                    | 2                    | 1               |
| b) Letter of application | 5     | 4                    | 3                    | 2                    | 1               |
| c) A paragraph           | 5     | 4                    | 3                    | 2                    | 1               |
| d) A report              | 5     | 4                    | 3                    | 2                    | 1               |
| e) An article            | 5     | 4                    | 3                    | 2                    | 1               |
| f) An essay              | 5     | 4                    | 3                    | 2                    | 1               |

**7. Why do you need to learn writing?**

**Please encircle the appropriate rating for each component**

- |   | 5                   | 4         | 3        | 2              | 1           |
|---|---------------------|-----------|----------|----------------|-------------|
|   | Extremely important | important | moderate | less important | unimportant |
| a) It is a requirement for improving communication skill            | 5                   | 4         | 3        | 2              | 1           |
| b) It is a requirement for exam                                     | 5                   | 4         | 3        | 2              | 1           |
| c) It is a requirement for studying other subjects                  | 5                   | 4         | 3        | 2              | 1           |
| d) It is requirement for professional courses and employment skills | 5                   | 4         | 3        | 2              | 1           |

Any other ..... (Please specify)

**8. In which of the following components of writing you think you are strong on?**  
Please encircle the appropriate rating for each component

5                      4                      3                      2                      1  
excellent              good                      average                      poor                      very poor

- a) Grammar              5 4 3 2 1  
b) Vocabulary              5 4 3 2 1  
c) Organization              5 4 3 2 1  
d) Sentence construction              5 4 3 2 1

**9. In which of the following components of writing you think you are weak at?**  
Please encircle the appropriate rating for each component

5                      4                      3                      2                      1  
Excellent              good                      average                      poor                      very poor

- a) Grammar              5 4 3 2 1  
b) Vocabulary              5 4 3 2 1  
c) Organization /Sequencing              5 4 3 2 1  
d) Sentence construction              5 4 3 2 1

**10. Given below is the list of topics related to writing skills from B.A/B.Sc/B.Com I/II Yr compulsory English sheets. Please indicate the level of *difficulty* of the following topics from the compulsory English course for you to perform in writing?**

**Please circle the appropriate rating for each component in the column that is applicable to you.**

5                      4                      3                      2                      1  
most difficult              difficult                      moderate                      less difficult                      least difficult

COLUMN I						COLUMN II					
B.A /B.Sc/B.Com I Yr						B.A /B.Sc/B.Com II Yr					
1. Note taking	5	4	3	2	1	1.Paragraph writing	5	4	3	2	1
2. Note making	5	4	3	2	1	2.Answering comprehension questions	5	4	3	2	1
3 Summarizing	5	4	3	2	1	3. Giving instructions/ Directions	5	4	3	2	1
4. Précis writing	5	4	3	2	1	4. Writing Processes	5	4	3	2	1
5. Descriptions (Describing yourself, friends and house, countries, towns and Villages, a day, a journey	5	4	3	2	1	5. Reporting Events (meetings and speeches)	5	4	3	2	1

6. Paragraph writing	5 4 3 2 1	6. Essay Writing	5 4 3 2 1
7. Writing Letters	5 4 3 2 1		
8. Writing Curriculum Vitae	5 4 3 2 1		

Others topics not listed .....

**Note: II year students have to rate in both the columns.**

**11.** Given below is the list of topics related to writing skills from B.A/B.Sc/B.Com I/II Yr compulsory English sheets. **How do you rate the writing tasks in terms of usefulness?**

**Please circle the appropriate rating for each component in the column that is applicable to you?**

5                      4                      3                      2                      1  
 very useful          useful          moderate          slightly useful          not  
 useful

COLUMN I		COLUMN II	
B.A /B.Sc/B.Com I Yr		B.A /B.Sc/B.Com II Yr	
1. Note taking	5 4 3 2 1	1.Paragraph writing	5 4 3 2 1
2. Note making	5 4 3 2 1	2.Answering comprehension questions	5 4 3 2 1
3 Summarizing	5 4 3 2 1	3. Giving instructions/ Directions	5 4 3 2 1
4. Précis writing	5 4 3 2 1	4. Writing Processes	5 4 3 2 1
5. Descriptions (Describing yourself, friends and house, countries, towns and Villages, a day, a journey	5 4 3 2 1	5. Reporting Events (meetings and speeches)	5 4 3 2 1
6. Paragraph writing	5 4 3 2 1	6. Essay Writing	5 4 3 2 1
7. Writing Letters	5 4 3 2 1		
8. Writing Curriculum Vitae	5 4 3 2 1		

Others topics not listed .....

Note: II year students have to rate in both the column

12. Given below is the list of topics related to writing skills from B.A/B.Sc/B.Com I/II Yr compulsory English sheets. How do you rate writing skills from the compulsory English course in terms of your *interest* from the list below? Please circle the appropriate rating for each component. in the column that is applicable to you.

5                      4                      3                      2                      1  
 most interesting    interesting    moderate    less interesting    least  
 interesting

COLUMN I						COLUMN II					
B.A /B.Sc/B.Com I Yr						B.A /B.Sc/B.Com II Yr					
1. Note taking	5	4	3	2	1	1.Paragraph writing	5	4	3	2	1
2. Note making	5	4	3	2	1	2.Answering comprehension questions	5	4	3	2	1
3 Summarizing	5	4	3	2	1	3. Giving instructions/ Directions	5	4	3	2	1
4. Précis writing	5	4	3	2	1	4. Writing Processes	5	4	3	2	1
5. Descriptions (Describing yourself, friends and house, countries, towns and Villages, a day, a journey	5	4	3	2	1	5. Reporting Events (meetings and speeches)	5	4	3	2	1
6. Paragraph writing	5	4	3	2	1	6. Essay Writing	5	4	3	2	1
7. Writing Letters	5	4	3	2	1						
8. Writing Curriculum Vitae	5	4	3	2	1						

Others topics not listed .....

Note: II year students have to rate in both the columns.

13. After having completing the compulsory English course how do you think your **confidence** in writing skills will be?

Please circle the appropriate rating for each component. in the column that is applicable to you.

5                      4                      3                      2                      1  
 Very confident    confident           moderate           less confident    least  
 confident

COLUMN I						COLUMN II					
B.A /B.Sc/B.Com I Yr						B.A /B.Sc/B.Com II Yr					
1. Note taking	5	4	3	2	1	1.Paragraph writing	5	4	3	2	1
2. Note making	5	4	3	2	1	2.Answering comprehension questions	5	4	3	2	1
3 Summarizing	5	4	3	2	1	3. Giving instructions/ Directions	5	4	3	2	1
4. Précis writing	5	4	3	2	1	4. Writing Processes	5	4	3	2	1
5. Descriptions (Describing yourself, friends and house, countries, towns and Villages, a day, a journey	5	4	3	2	1	5. Reporting Events (meetings and speeches)	5	4	3	2	1
6. Paragraph writing	5	4	3	2	1	6. Essay Writing	5	4	3	2	1
7. Writing Letters	5	4	3	2	1						
8. Writing Curriculum Vitae	5	4	3	2	1						

Others topics not listed .....

Note: II year students have to rate in both the columns.



### SECTION III

Given below are some statements related to writing skills. Please put a tick mark in the box of your choice which indicates your opinion about the statement. Please note there is no right or wrong answers.

*SA= means strongly agree with the statement*

*A= means agree with the statement*

*U= means you are Unsure or undecided about the statement*

*D= means you disagree with the statement*

*SD= means you strongly disagree with the statement*

	SD	D	U	A	SA
1. Writing will help me to improve my overall communication skills.					
2. I am interested in writing.					
3. I need a thorough training in writing.					
4. Writing helps me to learn other subjects well					
5. I am satisfied with my writing performance .					
6. I plan my writing before I begin.					
7. I write regularly to improve my writing.					
8. I find it difficult to start the writing activity					
9. I want to improve my sentence construction					
10. I revise my writing					
11. Writing helps me to secure good marks					
12. I can write meaningful sentences.					
13. I face difficulty in grammar in writing.					
14. I like to share my writing to seek advice.					
15. I find organization of ideas a difficult process..					
16. I need the help of the teachers in practicing writing skills.					
17. I face problem at the level of vocabulary					
18. Writing prepares me for my future career					
19. I am able to write a report in English.					
20. I am able to write job applications in English.					
21. I can summarize the given information.					
22. I am able to write a personal letter.					
23. I am able to write an essay.					
24. I am able to make notes in English.					

**APPENDIX IV**  
**WRITING PERFORMANCE TEST**

**Time: 50 (30+20) minutes**

**Section: (A) Indirect Assessment Test**

**Time: 30 minutes**

**Enrollment No.** ..... **Gender: Male/Female** .....

**Class: B.A/B.Com/B.Sc (Part) I/II** ..... **Main Subject** .....

**Please tick the range of marks scored in last exam:**

Below 35% .....  
Between 35% to 45% .....  
Between 45% to 55% .....  
Between 55% to 65% .....  
Between 65% to 75% .....  
Between 75% to 85% .....  
Above 85% .....

**Please attempt both section (A) and section (B).**

**1. Fill in the blanks with suitable words given below.**

Slumdog Millionaire is the ..... movie I have ever seen.

- A) most excited                      B) most exciting  
C) most excitable                      D) all of the above

**2. Fill in the blanks with correct form of verb.**

Each of the answers ..... worth ten marks.

- A) is                      B) are                      C) were                      D) either A or B

**3. Read the sentence and select the synonym of the underline expression as given below.**

Each galaxy contains a myriad of stars.

- A) Countable                      B) Countless                      C) Numerable                      D) Few

**4. Fill in the blanks with suitable words given below.**

She wanted to buy a scarf ..... would complement her blue eyes.

- A) who                      B) which                      C) that                      D) so

**5. Fill in the blanks with the suitable noun clause given below.**

Virtually all doctors agree ..... a second diagnosis in the event of a potentially major disease.

- A) that patients should seek                      B) patients should be sought  
C) patients they seek                              D) patients that should seek

**6. Fill in the blanks with the suitable alternative.**

Yesterday I ..... a meeting in the office.

- A) attend                      B) attended                      C) have attend                      D) had attend

**7. Which of the following options correctly fits in the sentence given below.**

Everyone who said that it couldn't be done ..... now regretting ..... words.

- A) is, his/her                      B) are, their                      C) were, his/her                      D) was, their

**8. Which of the following options correctly fits the sentences given below.**

Students normally pay ..... tuition before ..... buy ..... books.

- A) his/her, they, their                      B) their, they, there  
C) their, they, their                      D) his/her, they, there

**9. Complete the sentence with the suitable option.**

..... to him last week.

- A) I spoke                      B) I have already spoken  
C) I didn't spoke                      D) I speaked

**10. Choose the appropriate word to complete the sentence given below.**

He wants you to ..... him the reason.

- A) speak                      B) tell                      C) say                      D) talk

**11. Complete the sentence with the suitable option.**

I ..... been expecting my supervisor to say something about the error, but she ..... seem to be aware of it.

- A) has, does not                      B) have, do not                      C) has, do no                      D) have, does not

**12. Complete the sentence with the suitable option.**

John is over two hours late already. He ..... missed the bus again.

- A) should have                      B) must have  
C) will have                      D) shall have

13. Choose the correct option to complete the sentence.

..... Maruti Zen cars are cheap, they last a long time.

- A) Because                      B) Although                      C) In order that                      D) After

14. Complete the sentence with suitable option.

....., he is happy.

- A) Although he is not rich                      B) Despite poor  
C) A is correct but B is incorrect                      D) Both A & B are correct

15. Which of the following sentence is in passive voice?

- A) No one was hired.                      B) She hired me.  
C) We made mistakes.                      D) Both A & C

16. Fill in the blank with correct option given below.

Mrs. Malik admitted she ..... the questions and answers two days before the examination to two low ability geography classes.

- A) given                      B) has given                      C) had given                      D) has been given

17. Fill in the blank with the correct option given below.

He has recently ..... drawing to make himself relaxed.

- A) adopted                      B) progressed                      C) adjusted                      D) benefited

18. Choose grammatically correct sentences from these.

1. She and her friends are at the fair.
2. She and her friends is at the fair.
3. The book or the pen is in the drawer.
4. The book or the pen are in the drawer.

- A) 2 & 4                      B) 1 & 4                      C) 1 & 3                      D) 2 & 3

19. Read the passage carefully and answer the question given below.

*(1) The Bihar government has given its nod for setting up a branch of A.M.U. In Kishanganj district. (2) The state has received a proposal from A.M.U's V.C. In December last year to set up a branch of A.M.U. In the state. (3) The government has cleared the proposal to set up the branch at Kishanganj district.*

Where would this statement given below best fit in the above paragraph?

Chief Minister's principal secretary, R.C.P. Singh made this statement.

- A) After sentence (1)  
B) After sentence (2)

C) After sentence (3)

D) Both (A) & (C) are correct but (C) can be preferred.

**20. Look at the sentence (1) given above. Choose the synonym of *branch*. Give another synonym of the word.**

A) stem

B) division

C) bough

D) twig

**21. Which sentence is the most appropriate one.**

A) Nilly liked the green tiles; myself I preferred the red tiles.

B) Nilly liked the green tiles; myself I preferred the red.

C) Nilly liked the green tiles; I preferred the red tiles.

D) Nilly liked the green tiles; me preferred the red tiles.

**22. Fill in the blanks with a suitable verb or verb phrase.**

Sugar intake, particularly that of refined sugar, ..... curtailed by most overweight people wishing to lessen their fat.

A) must being

B) which must

C) must be

D) must

**23. Fill in the blanks with a suitable verb.**

The house was still ..... built.

A) been

B) being

C) has been

D) had been

**24. Fill in the blanks with suitable words given below.**

Prices ..... in 1995 but then ..... in 1996.

A) rised, falled

B) have risen, have fallen

C) rose, fell

D) rose, have fallen

**25. Read the passage carefully and complete the passage with suitable words given below.**

*but, and, so,*

(I) Well, grandma, the women said in a kind ..... cheerful voice, I have been up a few times, ..... you were asleep. George is just going to the Post Office in the doctor's car, ..... will you sign the pension form? He is in a bit of hurry. I will help you up.

*that, and, but, if, as*

(II) Report suggest ..... the monk was shot at by the police ..... He emerged out of the monastery ..... set himself on fire.

**26. Look at the sentence given below and choose its correct rewritten version.**

*Ram ate the eggs even though he dislikes them.*

- A) Even though he dislikes them Ram ate the eggs.
- B) Despite he dislikes them Ram ate the eggs.
- C) ~~In~~spite of he dislikes them Ram ate the eggs.
- D) But he dislikes them Ram ate the eggs.

**27. Choose the correct word order.**

- A) India celebrates Slumdog Millionaire Oscars.
- B) Slumdog Millionaire celebrates India Oscars.
- C) Oscars celebrates India Slumdog Millionaire.
- D) India celebrates Oscar's Slumdog Millionaire.

**28. Which is the correct adjective order?**

- A) A beautiful blue sailing boat.
- B) A blue beautiful sailing boat.
- C) A sailing beautiful blue boat.
- D) A blue sailing beautiful boat.

13

**29. Choose the sentence that is written correctly.**

- A) I love swimming when the weather is warm.
- B) I swum in the river yesterday.
- C) I have often thought about *swimming* in a cool lake.
- D) Have you swam in the new swimming pool?

**30. Choose the best-organized sentence.**

- A) Slumdog Millionaire bagged eight Oscars, Delhi Chief Minister announced to grant entertainment tax exemption.
- B) Within hours of Slumdog Millionaire bagging eight Oscars, Delhi Chief Minister announced to grant entertainment tax exemption.
- C) While Slumdog Millionaire bagged eight Oscars, Delhi Chief Minister announced to grant entertainment tax exemption.
- D) Within hours of Slumdog Millionaire bagged eight Oscars, Delhi Chief Minister granted tax exemption this was announced by the Chief Minister.

**Section B) Direct Assessment Test**

**Time 20 minutes**

**Enrollment No. .... Gender: Male/Female .....**

**Word limit: 100 words**

**1. Imagine that you and your best friend are planning a holiday trip to a hill station.  
Using the information given below, write a letter to your father explaining your plan.**

*Where would you go?*

*How would you book your tickets?*

*Your mode of transport?*

*Where would you stay (at a hotel, guest house, or relative's house)?*

.....

**APPENDIX V**  
**TEACHER'S INTERVIEW SCHEDULE**

1. What are the problems you face in teaching writing skills in Compulsory English classrooms?

.....  
.....

2. What would you like to do to improve your student's writing skill?

.....  
.....

3. What do you think are causes of your students' difficulties in writing skill?

.....  
.....

4. What type of writing activities taught in Compulsory English classes is difficult for your students?

.....  
.....

5. Are the activities taught in Compulsory English classrooms are useful for your students? If not? Why?

.....  
.....

6. How far do you think activities on writing skills in English sheets are useful for ESL learners learning in Compulsory English classrooms?

.....  
.....

7. Do you think the time devoted to teach writing compulsory sheets is sufficient. Give your opinions.

.....  
.....

8. Do you think that there is a need to revise and update the compulsory English sheets on writing skills in the light of the needs of the learners? How?

.....  
.....



**APPENDIX VI**  
**Syllabus B.A, B.Sc, B.Com (Hons) First Yr**  
**Compulsory English Paper I**

**Aim of Syllabus:**

Compulsory English for B.A, B.Sc, B.Com First and second years is an integrated course. Its main aim is to make the learner's proficient enough to use the basic language skills- Reading, Writing, Speaking and Listening – in their everyday life for various purposes. These skills are spread over five units in both the years. 'Speaking' and 'Listening' are clubbed together as 'Oral Communication' for the sake of convenience in teaching and testing. The activity, items and components in Second year are graded to suit the learner's needs/ exceptions. The materials are so designed that they involve even the teaching of essential grammar, vocabulary, usage and various interactive and communicative skills.

**The Course:**

**Unit I: Reading Comprehension -1 (8 Marks)**

1. Guessing Difficult words
2. Predicting meanings
3. Finding your way around the text.

[Note: At the level of word, phrases and vocabulary]

4. Scanning
5. Skimming
6. Looking for detailed information

[Note: At the level of paragraph/ passages]

**Teaching Material:**

To be supplied by the department

**Unit II Reading Comprehension 2 (8 Marks)**

1. A set of nine (9) prose passages with exercises on comprehension, vocabulary, usage, Grammar etc.

[Three passages each on topic that interests students of Arts, Sciences and Commerce.]

2. Three (3) short poems/extracts with exercises on comprehension, vocabulary, usage, grammar, etc.

Teaching Material: To be supplied by the Department Supplementary materials to be managed by individual teachers.

**Unit III: Writing Skills-1 (8 Marks)**

1. Note taking
2. Summarizing
3. Précis- Writing

Teaching Material: To be supplied by the Department

**Unit IV: Writing Skills -2 (8 Marks)**

1. Descriptions
  - Describing i) Yourself , ii) friends and relatives
  - Describing i)Streets and Houses ii) Countries towns and villages
  - Describing i) A day, ii) A journey
2. Writing Applications and Curriculum Vitae (CV)

Teaching Material: To be Supplied by the Department

**Unit V: Oral Communication (8 Marks)**

This unit has been divided into four parts namely A, B, C and D. They will be thought along with Unit I, II, III, i) respectively. However Unit V will figure as a separate unit in the examination.

1. A brief introduction to the linguistic and paralinguistic features of oral communication.
2. Items to be discussed in each part are as follows.

PART A – Speech vs. writing: IPA Symbols, Vowels, Diphthongs and Consonants.

PART B – Syllable, Word Stress

PART C – Intonation

PART D Living Situations if Oral Communication:

1. In the Library
2. An invitation to tea
3. At the bank

4. At the Railway Station
5. At the Doctors
6. Buying a Shirt
7. Preparing for a Party
8. At a Birthday Party

[NOTE: The above list is just an illustration of various living situations. For practice in oral communication the list can be enlarged by concerned teachers. This unit will be tested through the technique of dialogue writing with the help of a giving situation.]

Teaching Material: To be Supplied by the Department/ or selected by teachers

**Recommended Books:**

1. Everyday dialogues in English by Dixon, R.J
2. English Conversation Practice by Grand & Taylor
3. Spoke English (along with Cassette) by Sasikumar

**B.A, B.Sc, B.Com (Hons) Second Yr  
Compulsory English Paper II**

**The course:**

**Unit I: Reading Comprehension**

**(8 Marks)**

**Section A**

**a) Structural Patterns**

-Phrasal structure

-Clause structure

-Sentence Structure

**b) intra Sentence Linkers**

-Inter Sentential Linkers

-Inter Paragraph Linkers

- Grammatical, Logical, lexical Connectors

Teaching Material: Graded material to be supplied by the Department

**Section B Comprehension**

**(8 Marks)**

1. A set of 12 prose passages with exercises on comprehension, vocabulary, usage, grammar, etc [ Four passages each on topics that interest students of Arts Science and Commerce]

2. Three short poems/ extracts with exercises on comprehension, vocabulary, usage, grammar etc etc.

Teaching Material: To be supplied by the Department. Supplementary material to be selected by the concerned teachers.

**Unit II Paragraph writing**

**(8 Marks)**

1. on a given topic/ sayings

2. on a given set of materials

3. on a given data or images

[to develop an ability of the learners to arrange their ideas in a topic sentence and supporting sentences in order to write a good paragraph]

Teaching Material: To be supplied by the Department

**Unit III: Writing skill**

**(8 Marks)**

1. Giving Directions

2. Giving instructions

3. Writing Processes

4. Writing Future Plans

5. Writing letters of thanks, condolence, regret, invitation, etc.

Teaching Material: To be supplied by the Department

**Unit IV: Composition**

**(8 Marks)**

1. Reporting Events, speeches, meetings

2. Essay writing

Teaching Material: Material on item 1, to be supplied by the Department. The teachers will take care of second item.

**Unit V: Oral Communication**

**(8 Marks)**

1. Expressing point of views

2. Generating dialogues and debates

3. Argumentative discussions

Note: 1 items 1,2 and 3 of Unit 5 will be taught along with Unit II, III and IV respectively. However, Unit V will figure as separate unit in examination

2. Examinees will be required to produce the above modes in the written form in the examination.  
Teaching Materials: To be supplied by the individual teachers

*Note: There are no text books for the course. The entire course is skilled based. The technical materials provided to the students by the Department of English. AMU is for illustration practice. They should not be taken as prescribed text for examination purposes.*

3.